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ABSTRACT

"Second Step" is a series of curricula for preschool through junior high/middle school students that addresses the issue of interpersonal violence among adolescents. It is designed to reduce their impulsive and aggressive behavior while increasing their levels of social competence through empathy training, interpersonal problem solving, behavioral skills training, and anger management. At the middle school/junior high school level, "Second Step" has three sets of lessons, one for each year of implementation. The 15 lessons in the Level One curriculum are "foundation" lessons. This curriculum contains Level Two lessons for the second year of implementation that extend and reinforce the foundation lessons. There are eight lessons divided among the following units: (1) "Understanding the Problem"; (2) "Training for Empathy"; (3) "Anger Management"; (4) "Problem Solving"; and (5) "Applying Skills." Each lesson contains discussions of concepts, objectives, preparation, teacher notes, a lesson script, role plays or activities, homework, and extended ideas. A Teacher's Guide introduces the curriculum and suggests best ways of presenting the lessons. Transparencies for lessons are included, and 31 resources are listed for further information. (Contains 82 references.) (SLD)

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Second Step®

A Violence Prevention Curriculum

Middle School/Junior High

Level 2

Skillbuilding Lessons

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Introduction

Second Step, Middle School/Junior High, is a series of curricula which addresses the issue of interpersonal violence among adolescents. It is designed to reduce their impulsive and aggressive behavior and increase their level of social competence through empathy training, interpersonal problem solving, behavioral skills training, and anger management. *Second Step* also has a curriculum series for preschool and elementary grades.

At the middle school/junior high level, *Second Step* has three sets of lessons, one for each year of implementation. The fifteen lessons in the Level One curriculum are "foundation" lessons.

This curriculum contains Level Two lessons for the second year of implementation. These eight lessons essentially extend and reinforce the foundation lessons.

Scope of the Problem

Newspapers and television daily attest to the fact that violence is a pervasive element in our society, especially among adolescents. In fact, the Nation is experiencing an unrivaled period of juvenile violent crime as reflected in the following statistics: Young people between the ages of 10 and 21 account for 36% of violent crime in the United States (F.B.I., 1994). Between 1983 and 1992, arrests for aggravated assault increased 95% for juveniles, and juvenile arrests for murder increased 128% (Office of Juvenile Justice and Delinquency Prevention, 1995). In the vast majority of juvenile homicide cases (85%), the offender and victim are related to or acquainted with each other (Fox, 1993).

The scope of the problem is broader than what statistics represent. It is estimated that school violence is under-reported by as much as 50%. Teachers feel the problem on many levels as they spend increasing amounts of time attending to students' disruptive and inappropriate behavior in the classroom, off-task behavior on assignments, and interpersonal conflicts both in and outside of class. In a growing number of cases, teachers are threatened with violence by their own students.

Every school has students who are labeled "high risk." These youths are characterized by excessively aggressive and impulsive behavior, which is a burden to their teachers and their peers. The core elements in this high-risk pattern are:

- aggressive behavior with peers
- negative and defiant behavior with adults and peers
- a tendency to rush into things without forethought
- high levels of attention-seeking behavior
- low levels of guilt feelings
- self-centered verbal responsiveness to others, exemplified by interrupting others, blurting out their thoughts, and talk which is irrelevant to the ongoing conversation (Spivack & Cianci, 1987)

Bullies fall into this high-risk category. They tend to perceive every bump or slight as an act of aggression that requires retaliation; they often believe that others are out to get them. It is estimated that 15% of school students are involved in bully-victim problems and 10% of students are regularly harassed or attacked by bullies (Gruen, 1987).

What is in store down the road for these high-risk youths if their impulsive and aggressive behavior remains unchecked? Research shows that the majority are headed for a lifetime of failure, exacting a great toll from society. This group is particularly at risk for underachieving in school or dropping out, abusing drugs and alcohol, and performing below their potential throughout their careers. As parents, they are often physically and/or sexually abusive, and one in four are imprisoned for adult crimes by age 30 (Gruen, 1987; Patterson, 1992).

Victims of aggressive youths also suffer ill effects. They may have low self-confidence, withdraw, or even commit suicide. In a few cases, the victim's anger may erupt in explosive retaliatory violence, which may even result in murder of the persecutors. According to the National Crime Victimization Survey, approximately 25% of the middle school and junior high students in the U.S. fear victimization by their peers at school and 15% fear victimization going to and from school (U.S. Bureau of the Census, 1989).

Students with minor learning and behavior problems also run a risk. They, too, may not achieve their full potential and may suffer from poor self-esteem. Their increasing lag in the social and academic realms foreshadows adjustment problems in adulthood.

Background

Why do youths fail to display appropriate social behavior? Youths with minor behavior problems, as well as high-risk youths, fail to act prosocially because they:

- don't know what appropriate behavior is due to a lack of modeling of alternative ways of resolving conflict.
- have the knowledge but lack the practice due to inadequate reinforcement.
- have emotional responses, such as anger, fear, or anxiety, which inhibit the performance of desirable behavior (Cox & Gunn, 1980).
- have inappropriate beliefs and attributions regarding aggression (Dodge & Frame, 1982; Perry, Perry & Rasmussen, 1986).
- have developmental delays due to physiological problems, sometimes caused by the mother's substance abuse during pregnancy (Rutter, 1982).

Youths from dysfunctional homes, as well as homes that lack adult supervision, often fail to learn problem-solving skills which would help them achieve more socially acceptable solutions to everyday problems. Parents may fail to model the skills or fail to recognize and reinforce appropriate behavior when it does occur. All too often, it is inappropriate behavior that is modeled or gets the attention. To a child needy for recognition, negative attention is often better than no attention at all (Patterson, 1975).

High-risk children are frequently victims of violence themselves (Dodge, Bates & Pettit, 1990). They may be abused at home or may witness parental abuse of a spouse or their siblings. Very young children who are exposed to maternal battering may close down their empathic response as a means of psychological survival. Long before they reach adolescence, these children have learned that violence is an acceptable way to interact with others, and it may be the only means they have learned to attain a goal. Thus, violence tends to be an intergenerational problem, with children imitating the deficient social skills of their own parents (Widom, 1989).

Some parents of aggressive children fail to nurture or show interest in their children. There may have been a lack of bonding between mother and child from birth or an interruption during the bonding process (Bell & Ainsworth, 1972). Parents may be controlling, authoritarian, untrusting, and rejecting. They often fail to provide adequate supervision, and their discipline may be arbitrary, punitive, and extreme.

Violent television programs reinforce the message that violence is acceptable and that it is okay to dominate others. Research shows that children who view these programs act more aggressively with their peers than children who do not (Bandura, 1973; Centerwall, 1992; Huesmann & Eron, 1986; Lefkowitz, et al., 1977), and this influence is still evident into late adolescence (Eron, 1980).

Youths who are victims at home may seek out students at school whom they perceive as vulnerable. These victims may remind them of aspects of themselves of which they are ashamed. Bullies hate being victims and often persecute others for it.

Aggressive youths have often missed a key developmental step or have been delayed in their reasoning process. *Verbal mediation*—thinking out loud to guide oneself in problem

solving—is critical to the great shift in thinking that occurs between the ages of five and seven. Before this shift, children tend to respond to events superficially and in an associative fashion, often acting on the first idea that pops into their heads. When children begin to substitute logic and reasoning for association, they become able to inhibit or regulate their behavior; that is, they stop and think before they act. (Luria, 1961; Vygotsky, 1962; White, 1965; Kohlberg, Yaeger & Hjertholm, 1968). If children fail to develop these reasoning skills—the tools of independent thinking—they will feel increasingly handicapped both socially and academically (Achenbach, 1971). These skills become critically important as children move into adolescence, when they experience greater freedom and are faced with more situations requiring personal decisions.

Prevention

There has been much research over the past 20 years on the early indicators of violent adolescent and adult behavior. These behavioral indicators translate into specific skill deficits which have been consistently associated with adult antisocial behavior. These skill deficits include a lack of: empathy, impulse control, problem solving, assertiveness, and anger management (Feshbach & Feshbach, 1969; Kendall & Braswell, 1985; Novaco, 1975; Maiuro, Cahn & Vitaliano, 1986; Spivack & Cianci, 1987).

Lack of self-esteem is also commonly cited (Megagree, 1982). High self-esteem is not, however, a skill but an effect that appears to be the result of deep acceptance by primary caregivers and/or a level of social competence that allows a child to positively affect his or her environment. Developing the skills that are the building blocks of social competence should result in an indirect increase in self-esteem.

The approach of this curriculum is to develop skills in *empathy*, *anger management*, *impulse control*, and *problem solving*. Empathy appears to be a significant factor in the control of aggressive behavior. Because they tend to understand other points of view, empathic people are less likely to misunderstand and become angry about others' behaviors. Due to the affective nature of empathy, empathic people also tend to inhibit aggressive behavior because observation of pain and distress in others elicits their own distress responses (Feshbach, 1984).

The relationship of empathy to aggression in adolescence has empirical support. Aggressive delinquents were found to exhibit less empathy than nonaggressive delinquents (Aleksic, 1976; Ellis, 1982). Also, significant differences in perspective taking, a major component of empathy, between delinquent versus non-delinquent youth were found (Chandler, 1973).

To date, research on children's ability to acquire and enhance empathy skills has achieved positive results in middle school grades (Beland, 1990; Beland, Frey & Sylvester, 1997) as well as elementary school grades (Beland, 1988, 1989; Feshbach, 1984). Furthermore, empathy training is an increasingly popular treatment for adolescent sexual offenders, as well as adult rapists and other violent criminals.

The fact that empathy is, to some degree, a gender-typed quality also suggests that it is a culturally transmitted, learned ability (Feshbach & Feshbach, 1969; Feshbach & Roe, 1968). Most little girls learn to be empathic, many little boys learn not to be empathic. The Committee for Children approach holds that empathy itself is a "skill set" that includes the abilities to recognize, experience, and respect the feelings of others. It is neither pure virtue nor an intrinsically gender-based characteristic.

Like empathy training, anger management is an increasingly popular strategy to use with aggressive and violent adults and can be effectively taught to adolescents as well (Feindler, Marriott, & Iwata, 1984; Glick & Goldstein, 1987; Novaco, 1975; Shrader, et al., 1977). This strategy is comprised of the recognition of anger cues and external events which prompt angry feelings, the use of positive self-statements and relaxation techniques to prevent the onset of angry feelings, and reflection on the anger-provoking incident.

There is also evidence that adolescents, as well as younger children, can learn impulse

control in therapeutic and in classroom environments (Spivack & Levine, 1963; Spivack & Shure, 1974; Camp & Bash, 1985; Kendall & Braswell, 1982; Urbain & Kendall, 1980). Two strategies have shown promise when used with groups of impulsive and aggressive youths: *Interpersonal Cognitive Problem Solving* and *Behavioral Social Skills Training* (Michelson, 1987; Dryfoos, 1993). For our purposes, we will refer to these strategies as problem solving and behavioral skills training. The former systematically teaches a problem-solving strategy to apply to social situations. The latter teaches a prescribed set of interpersonal behaviors, such as making a complaint or dealing with an accusation, which have a broad application to a variety of social situations. A study combining these two strategies found this approach was most effective in instilling prosocial behavior in fourth- and fifth-grade students when compared to the application of individual strategies (Marchione, et al.,1984).

Problem solving and behavioral skills training complement anger management training. The problem-solving approach is applied to guide students in resolving interpersonal problems after they have effectively reduced their anger. Behavioral skills training is combined with anger management to focus on skills to use with specific types of provocations, such as bullying and challenges to fight.

Second Step Pilot Studies

Second Step was originally piloted in 1989-90, and the revised and expanded edition was piloted in 1995-96. In the first pilot, students who received the lessons achieved significantly greater gains in their knowledge and skill scores from pretest to posttest than control group students.

In the second pilot, the first and second year curricula were evaluated by comparing the attitudes and skills of students who participated in the program with those who did not. Some of the classes in each school were in the *Second Step* group, and some were in the control group.

In general, students who participated in *Second Step* were less likely to view aggressive behavior as a legitimate response to conflict after they completed the program. The attitude change was particularly strong for students who completed the second year and weak for boys who had just completed the first year.

After participation in *Second Step*, students were likely to report greater confidence in their social and emotional skills (e.g., ability to manage anger, resist peer pressure, understand other's point of view). Once again, attitude change was strongest for students who completed the second year, and weak for boys who had completed one year.

Finally, students in the *Second Step* classrooms showed significantly greater gains in knowledge and skill than students in the control group. Further, the control group showed no improvements in self-confidence or attitudes toward aggression.

Students who participated in the third year curriculum showed similar changes in attitudes and knowledge as other participants. We cannot say with certainty that the gains were due to the program and not maturation, however, because the third year control classrooms did not complete the test sequence.

For a more detailed summary of the pilot studies and copies of the evaluation instruments, write Committee for Children, 2203 Airport Way South, Suite 500, Seattle, WA 98134-2027; or call (800) 634-4449 or (206) 343-1223.

How to Use this Curriculum

Goals

Second Step is a violence-prevention curriculum that is designed to help students learn prosocial skills and reduce impulsive-aggressive behavior. To reach this end, the curriculum is built upon the following goals:

1. To increase students' ability to:
   - identify others' feelings.
   - take others' perspectives.
   - respond empathically to others.
2. To decrease impulsive and aggressive behavior in students through:
   - recognizing anger warning signs and thoughts that fuel anger.
   - using anger-reduction techniques.
   - applying a problem-solving strategy to social conflicts.
   - practicing behavioral social skills to deal with potentially violent situations.

Curriculum Design

The lessons in this binder are designed as a second-year review for middle school or junior high school students. It is preferable that students receiving these lessons were taught the 15 "foundation" lessons the previous year. The current lessons are best used as boosters or reviews.

The lessons are designed to be taught and reinforced by school teachers. While *Second Step* is primarily designed for classroom use, it can be adapted easily by youth group leaders, school counselors, and therapists for use with individuals or small groups. Many of the techniques were originally conceived and tested in the clinical environment.

The units and lessons should be used in sequence as each builds upon skills presented in the previous lessons. *Second Step* is divided into five units:

I. Understanding the Problem

II. Training for Empathy

III. Anger Management

IV. Problem Solving

V. Applying Skills

The lesson format is designed for ease of use. Each lesson consists of Concepts, Objectives, Preparation, Key Definitions, Notes to Teacher, a Lesson Script, Role Plays and/or an Activity, Homework, and Extensions. Many lessons are accompanied by Overhead Transparencies. All pages are removable from the binder for implementing lessons and photocopying In-Class Activities, Homework pages, and Take-Homes (see Copyright page for more information).

With the exception of an overhead projector supplied by your school, the entire curriculum is self-contained. There are suggested preparatory and extension activities, as well as a list of resources for those teachers who want to expand on the concepts and provide more practice of the curriculum strategies.

Lesson Preparation

Prior to lesson presentation, become familiar with the concepts and objectives listed on the first page of each lesson. Key definitions are provided if you need to clarify the terms for the students. The terms may be written on the board for easy reference prior to the lesson or assigned as a preparatory activity. The Preparation section lists any equipment, materials, or copying needed. The Notes section gives background on the lessons' concepts and teaching hints.

Preparatory Activities

Preparatory activities can be found on the back of the teacher's page of some lessons. These activities are highly recommended for students who did not receive the *Second Step* program in the previous year.

Lesson Script

The lessons are written as a script for clarity and ease of use. Feel free to paraphrase and present the material in your own words. The curriculum relies on your skill in facilitating and summarizing classroom discussion. The discussion questions avoid eliciting a simple yes/no response. Instead, they begin with queries, such as "What might happen if . . .?" "How do . . .?" "Why is . . .?" Answers, indicating *possible responses* (not "correct" or absolute answers), are provided as guidelines.

Refrain from placing value judgments on students' answers, even when the response is of either extreme, clearly inappropriate or highly appropriate. "That's one idea. What is another?" encourages more participation than "That's a good idea! Does anyone have another one?" The latter response discourages participation by students who fear their suggestions may not be as "good" as other suggestions.

At the beginning of each lesson be sure to review the previous lesson with a few questions and/or a brief presentation of the Overhead Transparencies.

Overhead Transparencies

Overhead Transparencies give additional visual reinforcement of the curriculum strategies and target behaviors. Skill steps are provided for the two curriculum strategies. Refer to "How to Solve Problems" and "What to Do When You Are Angry" during the introduction or reinforcement of the problem-solving and anger management strategies.

When generating skill steps with the class, as in Unit V, guide the students to come up with their *own* steps for a target behavior, such as "dealing with rumors."–This not only helps them to "own" the specific behavior, but also to practice an important step in problem solving. For example, the students may decide that an appropriate solution for "dealing with rumors" would be to stop or block the rumor. "Blocking" a rumor is a skill that the students can break down into steps and then practice. Suggested behavioral steps are supplied for guidance of discussion.

You may choose to make large newsprint posters of some of the transparencies to hang in the classroom. This helps to reinforce concepts, strategies, and skill steps later on and encourages their use in everyday problems.

In-Class Activities

In-class activities appear in the body or at the end of the Lesson Script. The activities generally involve forming cooperative learning teams to encourage student interaction and individual involvement. The activities are varied in structure and length.

Role Plays

A. Model Role Play / *Get It Straight* Video

After presenting the Lesson Script, many lessons require that the skill be modeled in a role play. This can be accomplished in several ways. The model role play can be performed by you and a student or a volunteer student pair. The video, *Get It Straight*, provides two vignettes in which young people model suggested behavioral steps presented in Unit V. Research has shown that modeling is an effective means of promoting observational learning of prosocial skills (Grusec, Kuczynski, Rushton & Simutis, 1978; Rogers-Warren & Baer, 1976).

B. Student Role Plays

While modeling a skill is a powerful teaching technique, research shows that without student practice of the skill, the positive effects of modeling alone are short-lived. Student role play is an effective means for structuring practice of prosocial skills and changing student behavior (Spivack & Shure, 1974; Staub, 1974).

After the Model Role Play, pass out individual Role Play Cards to student pairs or triads. If students work in triads, one student should be an observer and let the role-playing pair know what steps they performed accurately. Provide a 10- to 15-minute practice session for students to role-play with each other. It is helpful

for students to write a brief script for their role plays, especially if they have not role-played much in the past. During practice students should switch roles so that each person has a chance to act and be an observer.

Different role-play scenarios are provided for each lesson. If there are not enough different role plays for student pairs or triads, some role plays may be assigned twice. Students may also substitute their own scenarios with teacher approval. Students may add props or even arrange furniture to convey a feeling for the situation.

During practice circulate among the students to provide information on how well they are performing the target skill. Feedback can include prompting, coaching, and suggestions for improvement. Try to keep your comments constructive and related to the individual skill steps. Observers also need help in how to give feedback to the role-playing pair.

After the practice, choose several pairs of students to perform in front of the class and receive further feedback. The observers can prompt student pairs to follow the steps if needed. Not every student need perform in front of the class for every lesson. But be prepared; every student may want to be on stage. You may want additional role plays performed during the course of the week. Be sure each student has a chance to participate in a role play during group practice or in front of the class, or they probably won't learn the target skill.

The audience can be actively involved during role plays by holding up fingers to indicate the number of each step as it is performed. After a student pair has performed in front of the class, invite student critique. Phrase your questions to elicit constructive comment; personal criticism will shut down the process. Display the skill steps on the Overhead Transparency and use it as an evaluation guide.

Initially, students may feel uncomfortable with role playing. Through scripting, repeated practice, and your ensurance of a safe environment, they will become more at ease.

Reinforcement

In addition to learning what to do and how to do it through modeling and role-playing, students need to receive positive reinforcement for performing the skill, as well as reasons for behaving in these new ways. Many youths who display poor social skills can verbalize appropriate behavior for social situations, but they often fail to translate this knowledge into action, primarily because they have not received reinforcement for it in the past.

For most students verbal praise and recognition is sufficient reinforcement. When implementing with smaller groups of high-risk youths, material rewards or privileges may also be used. Do not limit reinforcement to the lesson session; give feedback whenever students use the skills in everyday situations.

Closure

Take a few minutes at the end of each lesson to review the lesson. This is best done in your own words. Questions are provided as comprehension checks.

Transfer of Training

The long-term effectiveness of the skills presented in this curriculum is compromised unless the skills are applied to real situations. You can facilitate this transfer of training by using chances in everyday student interactions to apply the target behaviors. Suggestions are supplied under Notes to Teacher and in the Unit Descriptions in this Teacher's Guide.

Homework

To encourage use of the skills outside of class, give Homework after each lesson and encourage students to keep a notebook. Keep the parents informed about the curriculum by sending Take-Home Letters for each unit. You may also want to discuss the program at a parents' night and during parent-student conferences.

Extensions

Extensions for each lesson are provided. These activities are helpful to teachers who desire a more comprehensive program. A resource list of supplemental materials is also contained in this Teacher's Guide.

Time Frame

Second Step, Level Two can be used in its entirety at any middle school or junior high school grade level and can be adapted for high school use. Implementation of the curriculum (eight lessons) takes from three weeks (if used on a daily basis) to four or five weeks (if additional time is given to extension activities and student role plays performed in front of the class). It may also be implemented once a week over an extended period of time.

Each lesson is designed to be taught within one or two class periods. The Lesson Script section of each lesson takes approximately 20-30 minutes. The model role play, student practice session, and student performance take approximately 25-30 minutes. If students script their role plays, add 10-15 minutes. More students may want to perform role plays in front of the class than there is time for in one class period. Additional student role plays from the lesson can be performed the next day or later in the week as time allows; these role plays can effectively be used as reviews. Lessons without role plays have In-Class Activities which take 15-20 minutes. Closure and assignment of Homework takes five minutes or less.

Getting Started

Planning for Implementation

Schools can greatly enhance the success of *Second Step* by committing to school-wide implementation of the program. Implementation planning includes getting staff "buy-in," creating a school support team, identifying teachers to teach the curriculum, training staff, and providing ongoing support. Each of these steps is covered in the *Second Step Implementation Guide* which accompanies this curriculum.

Whether teaching *Second Step* as part of a school-wide plan or as an individual effort, training is essential. A one-day training will serve to provide background information, program goals, and demonstration and practice of the teaching strategies. After the training, read the Teacher's Guide and familiarize yourself with the curriculum content before using the curriculum in your classroom. After you have "gotten your feet wet" by teaching a few lessons, call or meet with other teachers or youth group leaders in your school or agency who are implementing *Second Step*. Peer support sessions help answer many questions and concerns for first-time users. You may want to observe other teachers or youth group leaders implementing the curriculum and give feedback.

Teacher Preparation

Prepare for teaching individual lessons by familiarizing yourself with the lesson Concepts and Objectives, by reading the Notes to Teacher section for background information and suggestions, and by reading the Lesson Script. The Preparation section identifies what is needed for each lesson. All lessons require use of an overhead projector or, if you prefer, a chalkboard or poster paper. Allot some time for reproducing In-Class and Homework sheets.

Classroom Set-Up

Be sure students are seated so they can clearly see each other. If you are working with a small group, it is best to present the lessons in a horseshoe arrangement. This encourages discussion and naturally provides a stage for role plays.

Student Rapport

It is important to establish rapport with your students before implementing the curriculum. Activities which allow and encourage you to get to know one another will take time and should be included in your planning process. Books containing "climitization" activities are included in the resource list in this Teacher's Guide.

Rapport is also established by creating and implementing classroom procedures that provide consistency and a safe environment for sharing feelings and ideas. As a class, establish guidelines for working in small groups, transitioning from large to small groups, role playing, sharing feelings and ideas, discussing issues, and ensuring confidentiality.

Pilot teachers attested that rapport with students was a critical factor in the degree of success and comfort they and their students experienced with the curriculum. For this reason, teachers and youth group leaders should not implement the curriculum at the *very* beginning of a school year or a quarter/semester in which they receive a new class of students. In addition, teachers and youth group leaders, as well as the youth they serve, would benefit from adopting the teaching strategies presented in the following section.

Student Motivation

Student motivation poses a particular challenge when working with adolescents. As one teacher expressed it, adolescents' greatest fear is also their desire—that everyone is watching them. This imaginary audience (Elkind, 1970) can make adolescents very self-conscious about participating in discussion groups and role plays. At the same time, these activities are ones that elicit the greatest interest.

Lesson themes rapidly become real when students share personal experiences. Your students will be more likely to open up if you provide similar anecdotes about yourself and if the discussion is conducted in a nonjudgmental atmosphere. Make comments in a non-evaluative way, rather than with praise or correction. Students feel "safe" to talk about social problems if they sense you are really listening to each contribution.

Participation also can be encouraged by giving a five- to seven-second "wait time" after posing a question and before calling on a student. Rephrasing a question is another way to stimulate involvement. For example, rather than saying, "What are some solutions?" say, "Think of two solutions to this problem and raise your hand when you have done so." To accommodate very shy or resistant students, ask students to turn to a neighbor and share their answer to a question, followed by voluntary sharing with the group.

Discussions and role-play scenarios become more relevant and participatory when students are allowed to use informal speech or street vernacular. During discussion you might ask students to report how an idea or concept might be expressed in their neighborhoods. Similarly, students could write scripts for role-play scenarios, using dialogue typical of their neighborhoods. This is also a good way to increase involvement of less extroverted students and to integrate *Second Step* with creative writing.

Teachers and researchers report that being videotaped during role plays can be highly motivating for students. Students may even spontaneously critique the social skills displayed in their own taped performances (Bierman, 1986). Allowing the student to be the first to critique her or his own performance may increase the student's intrinsic motivation and feeling of self-control as well as save face.

Another developmental factor with which to contend is the primary importance of peers to adolescents. Peer acceptance is based in part on rejection (or apparent rejection) of adult values, including those regarding foul language and fighting (Allen, Weisberg, & Hawkins, 1989). One approach is to treat anger management and problem solving as a way to be socially competent with peers and have control over oneself by not losing one's "cool" (both strong values for adolescents) rather than as a way to "be good" (an adult value).

Aggressive young people attach particular importance to being "in control" of situations (Coie, Underwood, & Lochman, 1991). They often resort to aggression as a means of regaining or maintaining control. In discussions try to reframe the question of control. Suggest that someone who acts impulsively when angry is being controlled by other people. What it means to "win" a hostile encounter may be redefined as using one's head to avoid being manipulated into fighting, thus thwarting the hostile intentions of others. Although this fails to challenge the underlying view of the world as a hostile place, social realities can make this a useful starting point.

Young people may also be skeptical of social problem-solving programs because of their own experience in violent homes and communities. It is important to recognize that the repertoire of aggressive behaviors and beliefs typical of such children may be adaptive *for that environment*, even though it leads to maladjustments in school and similar arenas.

Therefore, it is important to stress that the goal of *Second Step* is not to completely eliminate defensive strategies, but to enable students to develop alternative repertoires and to *identify* which behaviors are appropriate in a given situation. For example, students may be hesitant to use "I feel . . ." statements. They understand, quite correctly, that some people

do not care how they feel, and in that context a statement about feelings may be perceived as weakness. Stress that self-talk using silent "I feel . . ." statements is helpful for exerting self-control even if audible statements are risky in a particular situation. Identifying angry feelings, for example, can remind a student to use anger management techniques. You might also help students identify individuals with whom they would feel "safe" in trying out new skills.

Another tactic to increase student buy-in is to appeal to their concern with being "safe." Bullies and victims alike are fearful of being coerced or intimidated by other kids. You can provoke interesting and constructive discussions among students by encouraging realistic, in-depth appraisals of the relative safety of various alternatives. When information, such as the fact that carrying a handgun increases their risk of being injured, challenges firmly held beliefs, it is most effective to: (1) present the information, (2) ask how many students are surprised by it, and (3) ask them to speculate why that might be so, rather than try to convince students with argument. Many students may not be convinced in a single lesson, but such questions can be returned to in subsequent lessons.

Unit Descriptions

Unit I—Understanding the Problem

Unit I introduces interpersonal violence as a societal problem that is a topic of concern to middle school and junior high students. While many students have not had direct involvement with a violent confrontation, most students have had experiences with potentially violent conflicts or have known a friend or acquaintance who has been directly involved.

The focus of the unit is on factors which contribute to interpersonal conflicts. The first vignette of the video, *Get It Straight*, provides a springboard for discussing beliefs and attitudes associated with aggression. This serves as a preview for themes and strategies covered in subsequent lessons.

Unit II—Training for Empathy

Empathy is a key ingredient in developing prosocial behaviors and interpersonal problem-solving skills. Without the ability to perceive, predict, and identify with another's feelings, people may learn a problem-solving model but make decisions that only benefit themselves. Therefore, any program promoting prosocial skills should first address skills to acquire and enhance empathy.

Empathy can be defined as "identification with or vicarious experiencing of the feelings or thoughts of another person" (Random House Dictionary, 1980). Individuals with strong empathy skills frequently and appropriately respond to the needs and feelings of others.

Identification of another's feelings or thoughts is a cognitive process. Experiencing the feelings of another person is an affective process. A major developmental model describes both the cognitive and affective components of empathy (Feshbach, 1975):

1. *The ability to determine the emotional state of another person.* In order to empathize with a feeling such as "sadness," a person must be able to identify emotional cues that differentiate "sadness" from other emotions.
2. *The ability to assume the perspective and role of another person.* In order to empathize with another person, a person must be able to perceive the situation from the other person's point of view.
3. *The ability to respond emotionally to another.* A person must be able to experience the emotions of another in order to respond empathically.

Developmental Levels

The ability to empathize is developed in a series of progressive social stages. As with all developmental processes, there is a wide variation among healthy children of the same chronological ages. In addition, various cultures differently emphasize the relative importance of self versus others, leading to probable culturewide differences in "normal" developmental states of empathy. Nevertheless, the following generalizations can be made (Selman, 1980; Hoffman, 1982; Shantz, 1984):

- **0-1 year:** Distress cues from others may elicit infants' own distress responses—a fusion of their own feelings with an undifferentiated other (e.g., crying at the sound of another infant crying).
- **1-3 years:** Children become aware of others as physical entities distinct from themselves. They begin to respond empathically (e.g., giving their doll to someone in distress). By age two or three, they have a basic sense that others have inner states (thoughts, perceptions, feelings) independent of their own, but may confuse their own inner states with that of others (e.g., Sally likes to play in the sand box and assumes others feel the same).
- **3-5 years:** Children develop the ability to recognize others' overt expressions of basic emotions, understand causes of emotions in simple and salient situations, and recognize that feelings may change. They begin to comprehend that when in the same situation as another, their perspectives may be either the same or different depending on the information they possess and their motives and goals. They can distinguish intentional from unintentional actions but weight consequences over motives (e.g., getting mad at someone who accidentally bumped into them).
- **6-10 years:** Children more fully appreciate situations from different perspectives and can infer other's intentions, feelings, and thoughts with a good deal of accuracy. They recognize that they may be the object of the other's perspective, allowing for reciprocity of thought. No person's perspective is perceived as absolutely right. Blame more often is attributed according to intent. They are more interested in negotiation strategies which meet the needs of those involved.
- **9-12 years:** Children begin to understand more complex emotions, such as shame, or simultaneous and contradictory emotions, such as sadness-relief. They become more self-reflective and gain the ability to view their own behavior and motivation from outside themselves. They may also gain the ability to empathize with an entire group or class of people (e.g., poor, oppressed, handicapped).
- **12-17 years:** Adolescents are growing emotionally independent from their parents and caregivers and more interdependent with their peers. They are in search of a personal set of values.

Most adolescents will move among the latter three developmental stages, depending on the situation and the degree of emotion involved. However, many are struggling at one of the lower stages of development during a time when they are faced with many situations which require higher level strategies, such as in negotiating with parents over new roles and rules. The gap between the skills they need and what they are presently capable of doing may push them to withdraw or act out (Brion-Meisels & Selman, 1984).

This developmental schedule can be disrupted by a number of factors, most notably the lack of a nurturing, responsive primary caregiver. Extremely distressful or unhappy emotional experiences, such as those encountered in cases of abuse and neglect, may lead children to develop defense mechanisms that lower their ability to empathize (Klimes-Dougan & Kistner, 1990; Straker & Jacobsen, 1981). Children who come from mildly dysfunctional homes, however, may possess a high ability to empathize because they have experienced a wide range of emotions that they can also recognize and identify with in others.

Sex role socialization favors the development of empathy in girls much more than in boys (Feshbach & Feshbach, 1969; Feshbach & Roe, 1968; Eisenberg, et al., 1989). As a general rule,

young females may be oversocialized not only to understand but to take responsibility for the feelings of others. Cultural training for boys, however, may teach them to close off awareness of their own felt experience and that of others. Male sex-role socialization, in concert with a lack of empathic caretaking and early experiences of being victimized or exposed to the victimization of family members, strongly inhibits the development of empathic awareness and response.

Aggressive adolescents' empathic ability is impaired by a number of misconceived notions about others. The smallest slight is often perceived as an act of hostility; they feel that just about everyone is out to get them. Social situations are approached from an egocentric level, that is, "How can I get them before they get me?" or "What can I get out of this?" These youths often perceive their peers as being more aggressive than themselves. They appear to have little ability to take another's perspective.

Teaching Strategies

While most research on empathy has concentrated on identifying the developmental levels and the specific components of the empathic response, other studies show that empathy is a learned behavior and suggest strategies for acquiring or enhancing it (Hoffman,1982; Feshbach, 1984; Selman, 1980). Originally designed as intervention measures for aggressive children and youth, these learning strategies become preventive when they are applied before antisocial behavior becomes habitual.

Cognitive strategies that guide students in recognizing feelings from a variety of physical and situational cues form the starting point. For instance, in order to identify the feelings of a student in a role play who is looking confused over a friend's request, the class will be directed to notice not only the expression on the student's face but also the circumstances surrounding him. Students are also taught to recognize that feelings may change over time or may exist in conflict within one person.

Next, students are encouraged to assume the perspective and role of another person. "Point of view" is substituted for the term "perspective" to make the concept more recognizable to the students. Role plays have been the most widely promoted technique used to increase empathy in research studies. They are introduced in this unit and utilized throughout the curriculum. Role plays with a high transfer potential to real-life situations were selected.

The third component of empathy—the ability to respond emotionally to another—cannot be directly taught. Rather, it is a product of the first two elements. It can be enhanced, however, through the acquisition of communication skills. "I" messages help make others aware of one's emotional state and perspective. Active listening, which includes rephrasing or repeating what the other person has said, aids students in relating to another's inner experiences.

Transfer of Training

Many natural opportunities to practice strategies to enhance empathy arise both within and outside of a classroom. During the course of instruction or when aiding conflict resolution, encourage students to take the other's perspective by asking, "How do you think John feels when . . ." and "How can you tell he feels that way?" As students become comfortable with role-play situations, you may want to ask them to act out real-life situations in opposite roles.

Second Step, Level Two is usually implemented as part of a core class, such as English or social studies, or as part of a health and safety program. Other health and safety issues, such as drug and alcohol abuse prevention, utilize the core skills presented in this and subsequent units. Make connections by relating back to this program and reinforcing the use of the vocabulary presented in this unit. The subject area is not as important as the teacher. Teachers who implement *Second Step* should feel familiar and comfortable with the strategies and be skillful in facilitating discussions and role plays.

If this program has been integrated into a core subject such as social studies, many parallels will be apparent. In social studies make role play a consistent strategy in your classroom by

using it to help students understand what it is like to live in or visit another country. Explore how the students' perceptions form their world views. English classes reinforce perspective taking and problem solving through character studies and writing exercises.

As you, the teacher, become familiar and comfortable with the concepts, goals, and objectives of this curriculum, recognizing and seizing appropriate opportunities for skill transfer will become easier.

The *Second Step Implementation Guide*, accompanying this curriculum provides subject-specific activities for reinforcing skills and concepts contained in *Second Step*, as well as a literature list.

Unit III—Anger Management

Anger management is a compilation of stress reduction techniques for channeling one's angry feelings into socially acceptable directions. It is not an attempt to sweep the emotion under the carpet, but rather to address the source of the anger in a constructive way.

It is important to note that not all acts of aggression are precipitated by anger, nor does anger always lead to aggressive behavior. Anger is a much maligned emotion, which has its *positive* side. How would constructive social or personal changes come about if the citizenry or individual were not angry or dissatisfied with certain public policies (slavery) or private acts (abuse)? However, anger is frequently a component of aggressive behavior and acts of violence. Anger, the emotion, is not the problem; what one does with anger can be.

Developmental Levels

Since distress is unavoidable for humans, it is important to learn how to modulate, tolerate and endure negative experiences. The ability to deal with stress is a critical component of children's developmental growth. In fact, emotional regulation begins from practically the moment of birth and changes in significant ways through middle childhood. A developmental model describes the learning process as follows (Band & Weisz, 1988; Kopp, 1989):

- **0-3 months:** Young infants turn their heads away from unpleasant stimuli and use non-nutritive sucking to pacify themselves when distressed.
- **3-9 months:** Older infants are capable of remembering what has pacified them in the past and can calm down in anticipation of these experiences being repeated (e.g., ceasing to cry when hearing mother's footsteps or her soothing voice).
- **12 months-4 years:** Planned stress control or *primary coping* begins to emerge slowly around the first year of life and gains in sophistication during the preschool years. Primary coping involves the recognition of a stressful situation followed by a sequence of

actions designed to change or modify the situation. If a three-year-old is bothered by an aggressive child, s/he might move to another part of the room and choose a solitary activity which is difficult for others to join in. When confronted with getting a shot at the doctor's, a child may cry in hopes of avoiding it. Tantrums tend to peak at age four. Early in this stage, children may also consistently use a specific object, such as a blanket or stuffed animal, to reduce stressful feelings.

- **4-7 years:** During this period, *secondary coping*, the ability to adjust to circumstances as they are, emerges, although primary coping remains the preferred strategy. Secondary coping involves changing one's internal state, while primary coping involves changing one's external state. Whether young children use one coping strategy or the other largely depends on their sense of control in a situation. For example, secondary coping increases when confronted with medical procedures, such as getting a shot, or dealing with authority figures, such as a teacher; both are situations in which young children feel they have little control.
- **8-12 years:** Choice of coping strategies continues to vary across situations. Dealing with negative situations in school begins to reflect more primary coping strategies (e.g., trying harder, studying more, getting a tutor). Secondary coping, however, makes incremental gains as the general strategy of choice, and by age twelve it is the preferred strategy.
- **12 >:** While secondary coping is the general strategy of choice for adolescents, hormones and emotions which accompany physical changes and increased independence may cause youth to periodically revert to earlier methods of coping.

Anger management represents a secondary coping strategy. Children attempt to modify their internal state before they problem solve, the latter being essentially a primary coping strategy.

Teaching Strategies

In anger management the affective components of physical relaxation and mental imagery are combined with the cognitive strategies of self-instruction and problem solving. This approach was originated by Novaco (1975) and refined by others (Feindler, Marriott, & Iwata, 1984) for use with angry adolescents. Since its inception as a therapeutic tool, it has worked well not only with aggressive delinquents but also with juvenile sex offenders.

Anger management uses *self-talk* to guide one's behavior. Novaco noted that "anger is fomented, maintained, and influenced by the self-statements that are made in provocation situations" (Novaco, 1975), and that angry feelings are often accompanied by "a combination of psychological arousal and cognitive labeling of that arousal as anger" (Novaco, 1979). For example, someone may confront a problem, become physically aroused (hot, tense, accelerated heartbeat), and then label her/his feelings, "That makes me so mad!" This serves to further arouse her/him.

The anger cycle is represented by a fire on an overhead transparency. A match stands for events which "ignite" anger. "Hot talk," the person's negative interpretation and labeling of the event, serves to "fuel the flames" of anger. This diagram emphasizes the role choice plays; nobody is "made" angry by an event or person, rather it is how one interprets a situation that counts.

Anger management seeks to break or reverse this cycle of anger escalation by substituting positive coping statements ("cool talk") and psychological techniques to reduce the physical arousal pattern and "put out the fire."

This strategy, as refined for this curriculum, follows:

Step 1: How does my body feel?

Step 2: Calm down:

- Take three deep breaths.
- Count backwards slowly.
- Think calming thoughts.
- Talk to myself.

Step 3: Think out loud to solve the problem.

Step 4: Think about it later:

- Why was I angry?
- What did I do?
- What worked?
- What didn't work?
- What would I do differently?
- Did I do a good job?

Anger management is naturally paired with the problem-solving approach; after reducing anger, one needs to deal effectively with the situation that provoked the anger in the first place. Anger management can be seen as a prelude to making peace with others.

Transfer of Training

There are plenty of opportunities for students to use the anger management steps during the course of the day. Encourage students to write about situations which prompted their anger and how they dealt with them.

You will have many opportunities to model self-talk and encourage its use with students. Any time emotions flare or students need to prepare for stressful situations, such as taking a test or playing in an important ball game, brainstorm examples of self-talk that could apply to the situation.

Students often enjoy using peaceful imagery regularly in the classroom. It is a good tone setter at the beginning of a class period, especially when outside events have raised students' energy or stress levels. Ask students to take turns preparing and reading some imagery to the class each day. Evaluate the effects of the technique after several weeks.

Unit IV—Problem Solving

After the ability to empathize, the most important ingredient to achieving consistent prosocial behavior in adolescents is the knowledge and use of a problem-solving strategy. Students can learn to apply a method for solving an interpersonal problem, such as dealing with gossip, just as they use certain steps to solve a math problem or conduct a science experiment.

Developmental Levels

Normal children proceed through a developmental reasoning process which involves verbal mediation (Vygotsky, 1962). Verbal mediation refers to the ability to *think out loud* to guide one's behavior. The following developmental model incorporates the acquisition of verbal mediation and problem-solving (Luria, 1961; Selman, 1980):

- **2-3 years:** Children begin to label items and progress to describing their activities out loud to themselves. While playing with blocks, a three-year-old might say, "I am making a BIG tower. Now I am putting a hat on the tower. Oh, it fell down!" Problem solving usually consists of physical, non-communicative methods such as parallel play and taking what they want. Children also begin to abide by limits adults set for their behavior.
- **3-4 years:** Children at this age can usually follow complicated directions given by an adult and may begin to regulate their own behavior through verbal self-instructions. When responding to a parent's directions, a four-year-old might say, "Wash my hands; turn off the water. Turn off the light. (to parent) I washed my hands. I'm ready for lunch!" Problem solving begins to include one-way directives or requests ("Let me have a turn." "Can I play?").
- **5-7 years:** During this stage, children begin to process information cognitively rather than react to events in a superficial or associative manner. After this shift, children are able to inhibit impulsive reactions through the inner thought processes of logic and reason. The problem-solving mode begins switching from

overt (external, out loud) to covert (internal) speech. When presented with difficult or stressful tasks, the amount of overt speech may temporarily increase to help guide behavior (Frauenglass & Diaz, 1985).

- **8-11:** By age ten, mediation is almost entirely covert. In middle childhood interpersonal problem solving becomes reciprocal in nature, stressing the satisfaction of both individuals involved, with one remaining predominant. Strategies include persuasion ("Come on—it will be really fun."), bartering ("If you let me borrow the book, I'll share my lunch with you."), and taking turns ("It's your turn to go first.").
- **12 >:** In adolescence problem solving becomes more collaborative, reflecting mutual needs and an interest in sustaining the individuals' relationship.

It is unclear why this developmental process is interrupted in some children. Since cognition is so closely tied to the development of language, delays in language development spell delays in reasoning abilities as well. As stated before, adult modeling or lack of modeling also will affect the development of problem-solving abilities.

Teaching Strategies

The problem-solving strategy proposed in this curriculum was first introduced by Spivack and Shure (1974) and refined and enhanced by others (Kendall & Braswell, 1985; Camp & Bash, 1985; Meichenbaum, 1977). This teaching strategy has proven successful as a preventive measure for adjusted youths as well as a prescriptive measure for aggressive youths (Krupa, 1982; Shure & Spivack, 1983).

The problem-solving approach as refined for this curriculum has five components:

Step 1: What is the problem?

Each person says:

- what happened
- how I feel
- what I need

Restate the problem giving both points of view.

Step 2: What are some solutions?

Step 3: For each solution, ask:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

Step 4: Choose a solution and use it.

Step 5: Is it working? If not, what can I do now?

To facilitate the use of this strategy, hypothetical situations are presented in which students must use problem-solving skills.

The first step—identifying the problem—while not the most critical, is often difficult for students inexperienced in recognizing the perspectives of others. The four substeps help to guide students in incorporating the points-of-view of those involved.

The second step—brainstorming solutions—is one of the most critical skills to attain. Research shows that the ability to generate varied solutions to a problem is a deciding factor in whether students experience success in solving interpersonal problems. The quantity of solutions is as important as the type or quality of solutions generated (Fischler & Kendall, 1988; Kendall & Fischler, 1984).

In order not to inhibit student responses, refrain from placing value judgments on suggested solutions. "That's one idea. Who has another idea?" encourages more participation than "That's a good idea! Does anyone else have one?" The latter response discourages students who fear their suggestion may not be as "good" as other suggestions from participating in the brainstorming session.

Of equal importance is to evaluate each solution. Students often want to rush past this step; direct them to slow down and consider the consequences of solutions. Unit II provides the requisite skills and concepts for consequential thinking on which this unit builds. Gaining the

ability to realistically evaluate solutions also helps students change to an alternative plan if a chosen solution is not working.

After students evaluate the alternatives and choose and apply a solution, direct them to evaluate whether the solution is working. Students may at first feel a sense of failure if the solution they chose does not work. Encourage them not to look at it as a win-lose situation. Most successful people, including athletes, did not succeed on their first try. When a solution doesn't work, it is important to be flexible and pursue another avenue. This ability to change directions when necessary is another attribute of the successful problem solver.

Self-Instruction

An important technique to use with anger management and problem solving is self-instruction or verbal mediation. Students use self-talk to reduce anger and to guide themselves through the problem-solving sequence out loud. Studies with normal and impulsive children have found that verbal self-instruction and labeling increases and maintains recall, cognitive performance, discrimination learning, and ability to control motor behavior (Camp, 1977; Camp & Bash, 1985; Kendall, 1977).

Exceptionally aggressive and impulsive youths have not progressed through the developmental stages. To acquire these reasoning skills, they can purposely verbalize the problem-solving process out loud. To encourage use of the think-out-loud strategy, the problem-solving steps are written in the form of questions which students are directed to *ask and answer* of themselves. This process may sound as follows: "Let's see, what is the problem? My friend puts me down but says he's only joking. What are some things I could do about it? I could put him down; I could ask him about it; I could tell him how I feel; I could ignore the putdown; I could stop hanging out with him. What might happen if I . . .?" (evaluate solutions for possible consequences). In this case there are several acceptable solutions, so the student decides, "I think I'll tell him how I feel. I'll see if it works." In the clinical environment and after repeated practice, students are encouraged to go through the steps silently in their minds or by whispering to themselves. In this curriculum students are required to think out loud, not only to aid in the development of their reasoning skills but also to indicate whether they are learning the strategies.

Transfer of Training

To encourage students to apply the problem-solving steps and behavioral skills to real-life situations, use a technique called *Imagine the Day or Week*. First, help students to target times they might use the skills. Then, if you notice students using the skills, provide reinforcement by helping them to recognize the benefits of their actions. This is called natural reinforcement; it is more powerful than praise alone. Finally, ask students to remember the day or week by relating and evaluating instances in which they used the skills.

Research suggests that academic skills will be strengthened when the concepts and skills involved in problem solving are reinforced in the social realm (Shure & Spivack, 1983). It is interesting to note, however, that the concepts and skills are not naturally generalized from academic to social situations as they are from social to academic situations (Meichenbaum, 1977; Douglas, Parry, Marton, & Garson, 1976).

Problem-solving skills are easily applied to any academic subject and to social conflicts as they arise during the course of a day. Post the problem-solving steps in the classroom and refer to them when mediating social conflicts or helping students to solve academic problems. Students may use the steps with little or no assistance from the teacher and may act as mediators in their peers' disputes.

You may consistently model problem-solving skills by thinking through classroom problems out loud to the class. For instance, an unexpected opportunity may arise in which you know your class would like to partake, but you must also be sure they complete the required course material. By thinking through the problem out loud and allowing students to offer

possible solutions, you will help reinforce the concepts and strategies presented in this unit. Be careful, however, to ask for student participation only in decisions in which you are prepared to allow them a voice.

Some adjustment on the teacher's part may need to be made if one places great importance on students working quietly. Problem solving involves thinking out loud and discussion among the students. You can plan structured time to fully utilize the strategies. With practice, this technique can become a natural element of the classroom climate.

Unit V—Applying Skills

Unit V applies the skills introduced in Units II, III, and IV to specific types of problem situations which put young people at risk:

- Dealing with Rumors
- Dealing with an Accusation

Video

In each lesson, a problem is presented in a video vignette in *Get It Straight* to which the students are asked to apply the problem-solving strategy. Since the situations often involve anger and other forms of stress, the use of anger management techniques is reviewed. Finally, the students are asked to operationalize their solution to each problem by generating behavioral skills steps. The students then observe the video vignette replayed using the appropriate skills. Afterwards, students practice using the skills in role plays.

Modeling and role playing is a key element in this unit. You also may want a model role play performed in class by you and a student or a student pair, especially if the skill steps generated by the class differ from those performed in the video. It is acceptable and expected that individuals will generate somewhat different skill steps. Students are more likely to own the behavior if they have had a hand in designing it.

Unit V will generate much involvement and excitement. You may need to plan extra time for role-play performances.

Transfer of Training

The lessons were chosen because they represent common problem situations for students in this age group. Take time for students to relate and reflect upon their own experiences. There will be plenty of opportunities to apply the skills practiced in this unit. Be sure to follow up on student experiences even after the presentation of the *Second Step* program has been completed.

Handling Disclosure and Reporting

Second Step encourages students to talk about their feelings. It also models standards of behavior, such as how to deal with angry feelings. As a result of exposure to the curriculum, students may disclose abuse (emotional, physical, or sexual) or neglect. You should be prepared to deal with the situation should this occur in your classroom. The following are some suggestions for responding to disclosure:

- If a student discloses during a lesson, acknowledge the disclosure by saying, "I'm glad you told me; I'd like to talk with you about it after class."
- Afterwards, find a private place and talk individually with the student.
- Do not panic or express shock.
- Express your belief that the student is telling you the truth.
- Reassure the student that it is good to tell.
- Reassure the student that it is not her/his fault, that s/he is not bad.
- Determine her/his immediate need for safety.
- Let the student know that you will do your best to protect and support her/him.
- Let the student know what steps you will take.
- Report to the proper authorities.

If you are unsure whether a student's disclosure constitutes abuse or neglect, or if you feel uncertain about how to deal with the situation, refer to your school district's guidelines and seek advice from your principal and/or local child protective service.

If you have "reasonable cause to suspect" a student is being abused or neglected, it is your legal responsibility to report your suspicions to your local child protective service or the police. This will set in motion the process of investigation and of getting help for the youth. Remember, your role is to report suspicions, *not* to investigate the situation.

Child abuse laws vary from state to state, and individual schools may have their own reporting rules. Some schools require that the head teacher or principal be informed; s/he will then make the official report. Other policies require that the principal be informed before the teacher makes the report. It is important to note that failure to report by higher administrators does *not* release teachers who suspect abuse from their legal obligations. Understanding your school policy and the child abuse and reporting laws in your state are the best assurances that you are acting appropriately in any given situation.

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Resources

Videos

From Committee for Children
2203 Airport Way South, Suite 500
Seattle, WA 98134-1223
(800) 634-4449 (206) 343-1223

Facing Up (grades 2-7)
A bully and his young victim gain the skills necessary to change their cycle of victimization. (20 minutes)

From Sunburst Communications
39 Washington Avenue
P.O. Box 40
Pleasantville, NY 10570
(800) 431-1934

Anger: You Can Handle It (grades 7-12)
Helps students differentiate between normal feelings of anger and destructive angry behavior. Shows how to get back in control and deal with anger in safe, constructive ways. (24 minutes)

Building Self-Confidence (grades 6-12)
Demonstrates that self-confidence is achieved in small steps: by taking positive risks, by learning to deal with putdowns, and through self validation. (38 minutes)

Communication: The Person-to-Person Skill (grades 7-12)
Shows that effective communication is the art of sending and receiving clear messages—both verbally and nonverbally, and pinpoints communication blockers. (37 minutes)

Drugs, Your Friends, and You: Handling Peer Pressure (grades 5-9)
Explores the effect of peer pressure on the decision to use drugs and alcohol and emphasizes assertive refusal. (26 minutes)

Friendship: The Good Times...The Bad Times (grades 5-9)
Helps students understand that changes in friendship are common in early adolescence, and that when a friendship dissolves, the best thing to do is to find new friends who share similar values and interests. (26 minutes)

I Blew It! Learning from Failure (grades 5-9)
Shows how to turn failure around and learn from it. (24 minutes)

Increase the Peace: Conflict Resolution (grades 7-12)
Helps students resolve conflicts without fighting or resorting to violence; designed for urban audiences. (32 minutes)

Just Chill! Dealing with Anger (grades 7-12)
Shows that the loss of control that anger precipitates not only fails to bring about a desired goal, but can escalate into a dangerous situation; designed for urban audiences. (36 minutes)

Let's Talk about Responsibility (grades 5-9)
Explores responsibility in a variety of situations that range from the personal to the wider society. (28 minutes)

Me and My Parents: Working It Out (grades 5-9)
Helps young adolescents understand the nature of parent-child conflict and how their own attitudes contribute. (23 minutes)

Respect and You (grades 5-9)
Explores how respect for self and others builds tolerances, develops empathy, and creates caring relationships; covers respect for property, authority, other people's ideas, and difference. (22 minutes)

Respect: The Real Deal (grades 7-12)
Challenges students to explore the issues of respect for differences, property, authority, and other people's dreams; designed for urban audiences. (30 minutes)

Say No and Keep Your Friends (grades 5-9)
Demonstrates effective techniques to use in pressure-filled situations with friends. (25 minutes)

Silence the Violence: Skills for Prevention (grades 5-9)
Shows how quickly violence can erupt between students and demonstrates appropriate responses for resolving conflicts peacefully. (30 minutes)

When Anger Turns to Rage (grades 5-9)
Helps young teens understand a troubling emotion and demonstrates ways to deal with anger. (27 minutes)

When the Pressure's On: Groups and You (grades 5-9)
Explores interpersonal group dynamics to give students a realistic look at how groups work. (30 minutes)

When You're Mad! Mad! Mad!, Dealing with Anger (grades 5-9)
Reassures students that anger is normal and helps differentiate between angry feelings and angry behavior. (27 minutes)

Background Books for Educators

American Psychological Association. *Violence and Youth: Psychology's Response, Volume 1: Summary Report of the APA Commission on Violence and Youth.* Washington, D.C.: American Psychological Association, 1993.

Bell, Nancy, & Robert Bell (Eds.) *Adolescent Risk Taking.* Newbury Park, CA: Sage Publications, 1993.

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Dryfoos, Joy. *Adolescents at Risk, Prevalence and Prevention.* New York: Oxford University Press, 1990.

Fisher, Roger, and William L. Ury. *Getting to Yes: Negotiating Agreement Without Giving In.* New York: Viking Penguin, 1991.

Prothrow-Stith, Deborah, & Michelle Weissman. *Deadly Consequences: How Violence Is Destroying Our Teenage Population and a Plan to Begin Solving the Problem.* New York: Harper Collins Publishers, 1991.

Curriculum Guides

Fetro, Joyce. *Personal and Social Skills.* ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830, 1992.

Goldstein, Arnold, Robert Sprafkin, Jane N. Gershaw, & Paul Klein. *Skill-Streaming the Adolescent.* Champaign, ILL: Research Press Co., 1980.

Johnson, Ulric, & William Kreidler. *Gang Violence Prevention: A Curriculum and Discussion Guide.* Educators for Social Responsibility. Available through Sunburst Communications (see videos), 1996.

Schmidt, Fran, & Alice Friedman. *Creative Conflict Solving for Kids, Grades 4-9.* The Peace Education Foundation, 1900 Biscayne Blvd., Miami, FL 33132, 1985.

Straight Talk About Risks (STAR), K-12. Center to Prevent Handgun Violence, 1225 Eye Street, NW, Suite 1150, Washington, D.C., 1992.

Books for Parents

Forgatch, Marion & Gerald Patterson. *Parents and Adolescents Living Together, Part 1: The Basics.* Eugene, OR: Castalia Publishing Co., 1987.

Forgatch, Marion & Gerald Patterson. *Parents and Adolescents Living Together, Part 2: Family Problem Solving. The Basics.* Eugene, OR: Castalia Publishing Co., 1987.

UNIT I: UNDERSTANDING THE PROBLEM

Lesson 1: Factors and Effects

Unit Goal

- The goal of this unit is to increase students' understanding of interpersonal conflicts and factors that contribute to violent and nonviolent solutions.

Concepts

- Interpersonal conflicts are unresolved problems between two or more people.
- Interpersonal violence includes physical and verbal aggression and most often happens between family members, friends, or acquaintances.
- Belief factors which contribute to interpersonal violence include negative assumptions about the actions and intentions of others, a view of aggression as a viable means for getting one's needs met, and possessive attitudes about people and territory.
- Asking for information can help resolve interpersonal conflict.

Objectives

STUDENTS WILL BE ABLE TO:

- define the terms "interpersonal conflict" and "interpersonal violence."
- identify several factors contributing to violence.
- identify several factors contributing to nonviolence.
- describe the role of bystanders.

Key Definitions

interpersonal conflict—an unresolved problem or disagreement between two or more people

interpersonal violence—violence between two or more people; not on a large scale as in war

factor—that which contributes to or helps cause a particular result

assumption—taking something for granted which is not supported by fact

aggression—hostile (angry) behavior towards someone

Preparation

- overhead projector
- Overhead Transparency #1
- TV monitor and VCR
- *Get It Straight* video (first vignette)
- Take-Home Letter

Notes to Teacher

This lesson reintroduces the curriculum to second year students. It focuses on belief factors that contribute to interpersonal conflict and interpersonal violence, namely the tendency for aggressive youth to: (1) make negative assumptions about the actions and intentions of others, (2) view aggression as a viable means for getting one's needs met, and (3) express possessive attitudes about people and territory.

"Looking for Trouble," the first vignette of the *Get It Straight* video, provides a springboard for discussion of these belief factors. The first half of the vignette shows what happens when someone bases her/his decisions on incorrect assumptions, and the second half shows how to avoid conflict by asking for information.

If the class has not participated in group work or discussions, or if you are unfamiliar with their skill levels in this regard, establish

clear behavioral guidelines for conduct by doing Preparatory Activity #2 prior to the lesson. Students should take the lead in creating the guidelines and phrasing them in their language and in a positive way that clearly defines expected behaviors.

Preparatory Activities

1. Vocabulary List

   If possible, assign the vocabulary words prior to teaching the lesson. Understanding the terms used in the lesson will greatly facilitate discussion.

2. Creating Group Guidelines

   Tell the students they are about to begin a program that will involve a lot of discussion of feelings and ideas and that it is important that there be a respectful environment in the class. Then ask them to come up with and agree on 4-5 guidelines for discussion. It is important for the students to develop the guidelines. The following questions may help stimulate discussion:

   a. Why is it important to have a respectful environment? How can we create one?

   b. Should everyone have a chance to speak? How can we make sure that different voices are heard?

   c. Should everyone be required to speak?

   d. Is it okay to disagree with someone? What can you do when you disagree with someone?

   e. What should we do if someone does not follow the guidelines?

Lesson Script

Today we will begin the second year of a program titled *Second Step*. Most of you were taught the first year lessons last year.

1. Who can tell us what the *Second Step* program is about? (Empathy, anger management, problem solving, and social skills.)

Overhead Transparency #1: *Second Step*

In *Second Step* we will study how to get along with others and resolve conflicts in a positive way.

2. What does the term (word) **interpersonal conflict** mean? (An unresolved problem or disagreement between two or more people.)

Examples of interpersonal conflicts are when people argue over possessions or gossip.

Turn to a neighbor and quickly come up with a list of five different types of interpersonal conflicts people your age have. You have three minutes. (Ask for voluntary sharing.)

3. What are different ways people respond to interpersonal conflict? (Write these answers on a continuum from peaceful resolutions to violent responses.)

Some of the suggestions are examples of *interpersonal violence*.

4. What is **interpersonal violence**? (Violence between two or more people; not on a large scale, as in war.)
5. Why are we studying this in middle school/junior high school? (A higher percentage of violence occurs in adolescence than in any other age group.)
6. What are some of the **factors** that contribute to interpersonal violence in your age group? (See following list.)

Some youths:

- **lack skills and experience** in how to solve conflicts peacefully.
- **lack models** of adults and peers using interpersonal skills.
- **have emotional changes** due to puberty.
- **witness violence** on TV, in the community, or at home.
- **have attitudes and beliefs** which support the use of violence.

Lack of skills and negative *attitudes and beliefs* are two *factors* which contribute to violence. Let's watch a video vignette in which two people create a conflict because of the way they think about and approach problems.

Since this is the first vignette of the video, two narrators will introduce the video, titled *Get It Straight*, and then they will introduce the vignette, *Looking for Trouble*.

Video Vignette: Looking for Trouble

(Show video to PAUSE FOR DISCUSSION sign and press STOP or PAUSE.)

7. What **assumptions** did Omar make? (That he is in control of the relationship, that Tisha was seeing another guy, and that Jet was the other guy.)
8. On what did he base his assumptions? (Rumor and gossip.)
9. What appears to be Omar's attitude about Tisha? (That she is his steady girlfriend and should not spend time with other boys.)
10. How might this attitude have contributed to the conflicts with Tisha and Jet? (Tisha dislikes being viewed as a possession. Omar's jealousy caused him to act on impulse with Jet.)
11. What assumptions did Jet make and why? (Jet assumed his Walkman was stolen and that Omar did it because he was the one person at the court Jet didn't know and because Omar was staring at Jet.)

12. What appears to be Omar and Jet's attitude about solving problems? (Try to intimidate the other person and, if that doesn't work, fight.)

Omar and Jet believe that *aggression* will help solve their problems.

13. Is this an effective means for solving problems? Why or why not?

14. How might the crowd have affected Omar's and Jet's actions? (Omar and Jet may have been afraid of feeling humiliated if they backed down. Because others were watching, there was more pressure to come out "on top.")

15. How might Omar and Jet have avoided a fight? (Omar and Jet could have asked each other for more information; Omar could have asked Tisha for more information and they could have discussed their feelings and needs about their relationship.)

Asking for information, rather than making assumptions, is key to avoiding or solving problems.

Now let's see what happens when Omar and Jet seek information from each other, rather than act on impulse.

(Show video to end of vignette and press STOP.)

16. What was the effect of sharing information? (Dispelled their assumptions and prevented a fight.)

17. Omar leaves the court to apologize to Tisha; what could he say to her? (He could admit his mistake, say he's sorry, express his feelings and needs, and ask Tisha about her feelings and needs in regard to the relationship.)

18. What attitudes does Omar need to examine? (His possessiveness of Tisha, his belief in aggression as a way to resolve conflict, and his belief that he always knows what's going on.)

Closure

In *Second Step* we will be learning about understanding other points of view, managing anger, and solving problems. We will also practice how to perform solutions, such as Omar's apology to Tisha. Hopefully, this will help you get along better with your friends, other students, and family members.

Homework: A List for Nonviolence

Make a list of at least ten things that contribute to nonviolence (things that help people avoid interpersonal violence). You may include "asking for information" as one of your items. We will share our lists in class tomorrow.

Take-Home Letter: Introduction to *Second Step*

Take-Home Letter

Introduction to *Second Step*

Date_____

From the classroom of _____ at_____

Dear Parent(s) and Guardian(s),

We are beginning the second year of ***Second Step***, a program designed to increase social skills and reduce violence among young people. This program teaches problem solving and other skills needed in getting along with others and resisting peer pressure. We want you to know about ***Second Step*** so that you can continue classroom work at home. This program is divided into five units:

1. **"Understanding the Problem"** explores the problem of interpersonal conflict among young people.
2. **"Training for Empathy"** helps students understand other people's feelings and points of view.
3. **"Anger Management"** guides students in the use of anger management skills.
4. **"Problem Solving"** teaches steps for thinking through a problem.
5. **"Applying Skills"** provides practice in social skills such as "dealing with rumors" and "dealing with an accusation."

You will be receiving more information about ***Second Step*** skills through your child's homework assignments. We hope you will help your child use these skills at home. Thank you for your support.

Sincerely,

EXTENSIONS

Unit I, Lesson 1

1. Course Notebook

Assign students to design a notebook to be used for the duration of the *Second Step* program. Have them make tabs for: vocabulary, homework, writing assignments, in-class activities, and extensions.

2. Adopt a Mentor

Ask each student to choose someone s/he admires for her/his abilities to get along with others, solve problems, and reach positive goals. Have them ask this person to be a mentor for the remainder of the *Second Step* program (and possibly beyond). The students will share their homework with the mentors and discuss issues in preventing violence. An introduction letter about the program is provided for students to give to their mentor.

3. Invite a Speaker

Invite a speaker from your local police department to talk about violent crime in your town/city. Many police departments have an office of crime prevention and make speakers available for the community. Also invite someone who has successfully kept out of violent situations while living in a high-risk situation or someone who was violent and has changed her/his ways.

4. In the Media

Ask students to bring in two media pieces (article, advertisement, etc.): one that models or glorifies the use of violence and one that models nonviolence. Which media piece was easier to find?

Invitation Letter to Mentor

Second Step, Unit I, Lesson 1 Extension

Date_____

Dear_____,

I am inviting you to participate in the ***Second Step*** violence-prevention program as my **mentor**. ***Second Step*** teaches skills in understanding ourselves and others, solving problems, and dealing with difficult social situations, such as those involving peer pressure or accusations.

As a **mentor** you would discuss some of my homework assignments with me and offer your point of view and experience in handling conflict. At the end of the program, you and I will meet with other students and mentors to discuss our experiences.

I hope you decide to join me in learning about how to make the world a better and more peaceful place. If you decide to participate, please fill out and sign the form below and return it to me.

Sincerely,

✂- - - -

UNIT II: TRAINING FOR EMPATHY
Lesson 2: The Nature of Emotions

Unit Goal

- The goal of this unit is to increase students' ability to identify others' feelings, take others' perspectives, and respond empathically to others.

Concept

- Empathy requires the identification of others' feelings through physical, verbal, and situational clues.

Objectives

STUDENTS WILL BE ABLE TO:

- define empathy and how it relates to violence prevention.
- name a variety of emotions when presented with physical, verbal, and situational clues.
- recognize how feelings change due to time, maturation, and change in circumstances.

Key Definitions

role plays—acting out the point of view or actions of a character in a made-up situation

empathy—understanding or experiencing the feelings or thoughts of another person

emotion—a feeling experienced in body and mind

clues—a piece of information or evidence

Preparation

- overhead projector
- Overhead Transparencies #2 & #3
- In-Class Activity: I've Been There (one copy per student)
- In-Class Activity: Identifying Feelings (one copy per every two students)
- Role Play Observation Form (one copy per every three students)
- Homework: Feelings Change (one copy per student)

Notes to Teacher

Empathy is a key ingredient in developing prosocial behaviors and a major deterrent to using violent behavior as a means for solving problems. This lesson explores the first of three components of empathy: *the ability to determine the emotional state of another person.* To teach this skill, emphasize paying attention to physical clues (facial and body indicators) as well as verbal and situational clues. Be specific about facial clues (e.g., for the emotion *scared*, indicate lines on forehead, eyebrows up in center, whites showing around pupil of eyeball, etc.). A detailed guide of the physical clues for the emotions presented in this lesson can be found in the Teacher's Guide.

When identifying feelings, guide students in choosing words which designate an emotion rather than an action. For example, "frustration" or "anger" should be identified rather than phrases such as "feeling picked on" or "feeling like it's unfair."

If your students have not received *Second Step* in earlier grades, it is strongly advised that they complete the Preparatory Activities and at least some of the Extension activities. Whether or not students have participated in role plays, it is very helpful to "set the stage" with Preparatory Activity #2, which reviews the goals and guidelines for this form of skill practice.

Preparatory Activities

1. Vocabulary Comics

   Tell the students to draw comic situations to illustrate the vocabulary words.

2. How to Role-Play

   To prepare for this activity, first read the section titled "Role Plays" in "How to Use this Curriculum" in the Teacher's Guide. Then discuss the following with your students:

   a. Ask the students to define the term role play. (Acting out the point of view or actions of a character in a hypothetical situation.)

   b. Explain the purpose of role plays. (To provide skill practice in perspective taking and other social skills.)

   c. Describe and discuss the following role-play procedure. Students will:

   - Observe a model role play. Skills are demonstrated by a teacher or student. Teacher debriefs the role play, pointing out the steps and asking for feedback.
   - Practice the skills in pairs or threesomes. Each pair or triad receives a written role-play situation. During the practice session, two people perform the role play while the third person (optional) observes use of the skills and prompts performers. The observer fills out a Role Play Observation Form used in most lessons containing role plays.
   - Receive feedback and reinforcement. Volunteer pairs or triads perform in front of the class and receive comments and suggestions. Role plays may be repeated for skill attainment.

   d. Demonstrate the above procedure with student volunteers by performing a model role play of a simple social skill, such as introducing one student to another. Be sure to list the steps being demonstrated on the board. Have students practice the skill in pairs or triads. Use the Role Play Observation Form if in triads.

Lesson Script

Review: In the last lesson we discussed interpersonal conflict and what factors contribute to violent and nonviolent resolutions.

Today's lesson in the *Second Step* program will focus on a factor which helps prevent violence. I will demonstrate this factor in a brief role play. Think about what this factor might be.

Role Play: Empathy

(Perform a brief role play in which you express understanding and concern for a student who is frustrated about the grades s/he received on the last two tests. You may have to practice with the student ahead of time.)

1. What did I just do? (Showed concern, understanding, interest, *empathy.)*
2. What is **empathy**? (Write on board or overhead: Understanding or experiencing the **emotions** or thoughts of another person.)

Empathy is composed of three skills. Many of you may remember these three skills from last year.

3. What are the three skills of empathy? (Identifying how another person is feeling, taking the role of the other person, and showing understanding and concern for another person.)

Overhead Transparency #2: The Three Components of Empathy

When people have empathy for others, they are much less likely to be violent towards them.

4. Why might this be true? (If they feel what the other person is feeling, they're less likely to have bad feelings for the other person.)

(Pass out In-Class Activity: "I've Been There.")

In-Class Activity: I've Been There

Take a minute to check the items you've experienced. Think of a time you felt empathy for someone who was having one of these experiences. (Ask for voluntary sharing.)

Overhead Transparency #3: First Component of Empathy

Today we will review and practice the first component of empathy: *Identifying how another person feels through:*

- **physical clues** (facial expressions, body language).
- **verbal clues** (language, tone).
- **situational clues** (what is happening).

(Pass out In-Class Activity: "Identifying Feelings.")

In-Class Activity: Identifying Feelings

Let's practice identifying feelings using physical clues. We will break into teams of three students each. Each team will get a handout of illustrated facial expressions. Match the emotions listed at the top of the page with the correct illustration.

(Using the key, discuss the handout and have students note the specific physical clues for each emotion, including the forehead, eyebrows, eyes, nose, cheeks, mouth, and chin.)

Model Role Play

Now you will be performing some *role plays*, but first, I will perform a model role play with a student volunteer. In a model role play, you will see what is expected from your role plays.

As we role-play, identify the student's emotion and note the physical, verbal, and

situational clues. You may use your In-Class Activity sheet to help you identify the emotion.

(Choose a student who is comfortable in front of her/his peers as a role-play partner. Whisper to the student that you will perform a brief role play in which you express admiration for school work s/he has done and the student should show a feeling of "pride." Ask the student to smile, stand tall, hold her/his head high, keep shoulders back, and say an enthusiastic "thanks.")

5. What emotion did (student) show? (Pride.)
6. What physical, verbal, and situational clues told you s/he felt proud? (Smiled, stood tall, held her/his head high, kept shoulders back, and was verbally enthusiastic.)

Student Role Plays

Now each team will pick one of the emotions on the sheet and decide on a situation that might involve it. You may want to write out the situation first. Afterwards, two of your team members should act out a brief role play (one minute) of the situation. One or both of the people in the role play may display the emotion, but keep your role play simple.

The third person acts as an observer, giving guidance and feedback to the two actors using the Role Play Observation Form. List the steps as physical, verbal, and situational clues. Observers should make sure the role play is under a minute long and that the actor(s) clearly display the intended emotion, both verbally and physically. Then switch roles so everyone has a chance to be an actor and an observer.

After the practice session, teams may volunteer to role-play their situations and the rest of the class will guess the emotion each team is portraying.

(Students should practice in triads. Then pull the class together and have several triads volunteer to perform in front of the class. After performance, ask the class:)

7. What emotion was portrayed? What were the physical, verbal, and situational clues?
8. Was the portrayal accurate? (Why or why not? What could they do differently?)

Closure

9. How did you feel about role playing? (Probes: Did you feel safe? Was it hard to be serious? Was it hard to express the emotions? Encourage students to suggest solutions for any problems which arose.)

Homework: Feelings Change

Take an ongoing situation in your life, such as school, a friendship, an after-school activity or sport, and chart how your feelings have changed about the situation over time. Think about why your feelings changed. (Discuss how feelings change due to maturation, time, new information, and changing circumstances.)

IN-CLASS ACTIVITY: I've Been There

Unit II, Lesson 2

Directions: Put a check next to the items you have experienced at some time.

I would feel empathy for someone who . . .

. . . is the new kid in school.

. . . lost something valuable.

. . . got a bad grade on a report card.

. . . got a good grade on a report card.*

. . . had a pet die.

. . . got special recognition by a teacher.*

. . . lost a close friend.

. . . got embarrassed in front of friends.

. . . performed well in a sport.*

. . . experienced prejudice.

. . . got ignored in a group.

. . . felt shy at a party.

. . . was on a team that lost a game.

. . . experienced the death of a family member.

*You can empathize with people who are experiencing positive feelings, too!

IN-CLASS ACTIVITY: Identifying Feelings

Unit II, Lesson 2

Directions: With your team, match the facial expressions with the emotions listed at the top of the page. Discuss the clues to each expression.

afraid **proud** **discouraged** **bashful** **sad**
confused **surprised** **disgusted** **angry**

_____

_____

_____

_____

_____

_____

_____

_____

_____

IN-CLASS ACTIVITY: Identifying Feelings (KEY)

Unit II, Lesson 2

Directions: With your team, match the facial expressions with the emotions listed at the top of the page. Discuss the clues to each expression.

afraid proud discouraged bashful sad
confused surprised disgusted angry

bashful

afraid

proud

discouraged

sad

disgusted

angry

confused

surprised

ROLE PLAY OBSERVATION FORM

Directions: In the social skill column, fill in the title of the role play and list the skill steps to be role-played. As the actors perform the role play, check whether or not the skills are being used and make comments in the strengths and improvements columns.

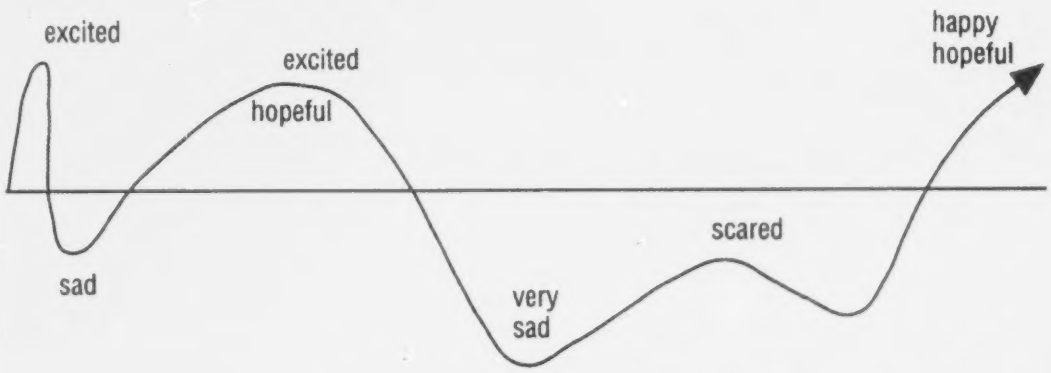
Social Skill	Students	Skill Steps Used	Skill Steps Not Used	Strengths	Improvements
Skill (role play title): _____ 1. 2. 3. 4.					

HOMEWORK: Feelings Change

Unit II, Lesson 2

Directions: Choose an ongoing situation in your life, such as school, a friendship, an after-school activity, or sport, and chart how your feelings have changed about the situation over time. First, think about at what point your feelings changed and write the events below the line. Next, label the emotion for each event. Positive feelings go above the line; negative feelings go below the line. Use the example below as a model.

Example: Moving to a different part of town



find out we are moving	find a new apartment and like it a lot	say good-bye to friends at old school	first day at new school	make some new friends

My Chart:

EXTENSIONS

Unit II, Lesson 2

1. Feelings Flash Cards

Give student pairs ten large index cards. On one side they should write an emotion. On the other side they should write a definition of the emotion. Have them quiz each other using their flash cards.

2. Changing Feelings Comics

Have students create a five-frame comic strip that shows the changing feelings of a made-up character and the situation that caused the change to occur.

3. Conflicting Feelings

Ask students if they have ever experienced having two emotions at the same time. Have them share experiences. You first may have to give an example of your own. Explain that this is a common experience. Sometimes these emotions may conflict, that is, appear to be the opposite of one another.

Have students take ten seconds to think of a situation in which a person might have conflicting (opposite) emotions such as sadness/relief or fear/excitement. (Moving; going to a new school; parents getting a divorce; doing something adventuresome or risky; being on a team; getting really good at something.)

Students can share their ideas with the class, in small groups, and/or write about them in their journals.

4. Feelings Collage

Have students cut photographs from magazines to create a feelings collage. Challenge them to incorporate a theme into their collage (i.e., feelings related to school, sports, friendships, etc.).

5. Writing Assignment

Have students cut out a newspaper or magazine photograph that shows the expression of an emotion. Ask them to identify the emotion and write two or three sentences about what prompted the feeling.

UNIT II: TRAINING FOR EMPATHY

Lesson 3: Seeking Perspectives

Concepts

- People vary in the way they perceive situations.
- Perspectives (points of view) are based on people's own experiences, feelings, needs, and beliefs.
- Empathy includes the ability to assume the perspective of another person.

Objectives

STUDENTS WILL BE ABLE TO:

- recognize that people's perspectives (points of view) are based on their own experiences, feelings, needs, and beliefs.
- ask questions to gain information about and better understand other perspectives.
- assume the role and perspective (point of view) of a person in a role play.

Key Definitions

perceive—how an individual understands or recognizes a situation

perspective/point-of-view—what one thinks about a situation

beliefs—values, ideals, or guiding principles

Preparation

- overhead projector
- Overhead Transparency #4
- In-Class Activity—Seeking Perspectives (one copy of both pages per six students)

Notes to Teacher

This lesson introduces the second component of empathy: *the ability to see another person's point of view.* If students have not received *Second Step* in previous grades, it is advised that they first complete the Preparatory Activity on predicting feelings.

Students are not asked to problem solve at this point in the curriculum; rather, they are encouraged to recognize and better understand others' perspectives. When perceptions are strong, they can produce "blind spots," an inability to recognize or accept other perspectives or points of view. Encourage consideration of people's underlying feelings, experiences, needs, and beliefs, which have formed their points of view. Point out that understanding another person's perspective does not mean you have to agree with it. Everyone is entitled to her/his own perspective.

The In-Class Activity focuses on seeking information by directly asking questions of those involved in a conflict. Two matched teams can win the game only by understanding each others' perspective.

Remind the students that they are role-playing expressing a point of view; they are not supposed to solve the problem in this lesson.

Preparatory Activity

1. Predicting Feelings

   Form triads with students with whom you are acquainted. Each student should make four columns on a piece of paper. At the top of the first and third columns write the names of the other two students in your triad. Answer the following questions with each person in mind. Predict how each person might feel if s/he:

   a. won a month-long backpacking trip.

   b. was chosen to sing a song on a popular radio station.

   c. was called on in class a lot.

   d. got to work instead of go to school.

   e. (add your own item).

   Now test your predictions by taking turns interviewing each other in your triad. Write their answers in the columns beside your predictions for them (second and fourth columns). You will have ten minutes to complete your interviews.

   Did you accurately predict their responses? Were you surprised by any responses? Did the two students have similar or different feelings about the situations? Please do not mention anyone's name when giving your answers.

Lesson Script

Review: In the last lesson, we practiced the first component of empathy: identifying how another person feels through physical, verbal, and situational cues.

Overhead Transparency #4: Second Component of Empathy

Today we will explore the second component of empathy: *understanding another person's point of view.* Understanding others' points of view helps to strengthen relationships and resolve conflicts peacefully.

Let's review some of the factors that influence our *perspective*, or point of view. *Experiences* influence perspective. Students whose early experiences in school have been positive might think that school is_____ (request students complete the sentence).

1. Think of an **experience** that has influenced the way you think about school? (First, share a personal experience to get the ball rolling and then ask for voluntary sharing.)

***Feelings* also affect your point of view.**

2. Think about your **feelings** in school—excited, bored, happy, sad? Do your feelings vary? How does this affect your point of view?

Everyone has *needs*, which help determine their point of view. People have basic needs for food, shelter, and safety. For example, if a person cannot get his or her basic needs met, then his or her point of view about life may be that it is a harsh and constant struggle for survival.

3. What are other **needs** that most people have? (Need for love, acceptance, friendship, power, recognition, respect, and money.)

4. What are students' needs at school? (Need to learn, be accepted, have friends, etc.)

***Beliefs* are a major factor in forming perspective. For example, if you believe working hard in school will lead to a better life (job knowledge, etc.) than you are more likely to think that school is worthwhile.**

The following team exercise will help you understand what point of view (perspective) is and how to understand others better.

In-Class Activity: Seeking Perspectives

(Assign the students to groups of six. Give Role Play "A" to half of each group and Role Play "B" to the other half of each group. Each group now has an A team and a B team.)

Each team has been presented with the same problem situation. However, A teams have different information about the problem than B teams.

Your team's goal is to describe the perspective of the other team in your group. As each team gives its point of view, one member on each team should write down the *experiences, feelings, needs,* and *beliefs* that make up the other team's perspective. Each team will have five minutes to reach their goal. The two matched teams that correctly identify each others' perspective win the game.

(After students complete the activity ask . . .)

5. Raise your hand if your team asked questions of the other team. Was this helpful in understanding their point of view and reaching your goal?

6. What is Team A's point of view? Team B's point of view? (A: Team B should move to another table. B: Team A should find another table.)

7. What experiences influenced each team's point of view? (A: They were kicked off the table last year and they've been sitting at it ever since the beginning of this year. B: The smell of the garbage cans have forced them from their usual table.)

8. What feelings influenced each team's point of view? (A: Confusion, irritation. B: Irritation, embarrassment, fear.)
9. What are Team A's needs? (To have a known place to meet each other for lunch.) Team B's? (To have a place to eat that doesn't smell bad.)
10. What beliefs influenced each team's point of view? (A: Tables are territory and belong to those who claim them the first week of school. B: Nobody owns a table; the school rules say so.)

Closure

11. How is asking for information important to understanding others? How many of you presently do this when you disagree with or view a situation differently from someone?
12. Does recognizing another point of view mean you have to agree with it?

Homework: Walk in Their Shoes

Choose a friend or family member (or your mentor) to interview. Ask her/him about her/his day—what experiences s/he had, what challenges s/he faced, and how s/he felt about it. How did her/his perspective affect what s/he did or the way s/he acted during the day? If you're interviewing a family member, ask if you can "walk in her/his shoes" by completing some of her/his daily chores and responsibilities with her/him.

IN-CLASS ACTIVITY: Seeking Perspectives (Team A)

Unit II, Lesson 3

Directions: Read the following description of your perspective (point of view) on a problem situation. Team B has a different perspective on the same situation. Your goal is to describe their perspective, including the experiences, feelings, needs, and beliefs that make up their perspective.

Team A:

Since the beginning of the year, your group of friends has sat at a certain table every day at lunch. When you were sixth graders you were kicked off the same table by a group of eighth graders who said it was their territory. They are in high school this year, so you consider it your territory now.

Today another group of students in your grade (Team B) got to the table before you. You feel confused and irritated. Doesn't everyone know you sit there?! You feel they should find another table. You need a place you can meet for lunch every day and not have to look all over the cafeteria for one another. You believe that tables get claimed the first week of school and shouldn't be "taken over" by other students.

Team B:

Experiences _____

_____

Feelings _____

_____

Needs _____

_____

Beliefs _____

_____

Perspective _____

_____

IN-CLASS ACTIVITY: Seeking Perspectives (Team B)

Unit II, Lesson 3

Directions: Read the following description of your perspective (point of view) on a problem situation. Team A has a different perspective on the same situation. Your goal is to describe their perspective, including the experiences, feelings, needs, and beliefs that make up their perspective.

Team B:

Since the beginning of the year, you have been sitting with the same group of friends. Last week the cafeteria workers relocated the garbage cans right next to the table where you usually sit. You feel grossed out by the smell and irritated at being "forced" to move from your favorite table to a nearby one.

Now another group of students in your grade (Team A) says you have to move because you're at "their" table. You believe that nobody owns any particular table, and the school rules back you up—"first come, first served." You feel embarrassed and scared by the confrontation. You need a place to eat without being bothered by bad smells.

Team A:

Experiences _____

_____

Feelings _____

_____

Needs _____

_____

Beliefs _____

_____

Perspective _____

_____

EXTENSIONS

Unit II, Lesson 3

1. Motivations

Explain: Motivations also help make up our points of view. Motivations are what you want to achieve or get out of a situation. For example, my motivation for becoming a teacher . . . (share your motivations). As with feelings, people often have different motivations.

Ask: What might be your motivations for:

- working hard in school?
- wearing nice clothes?
- going out for a team sport?
- showing off?
- going along with your peers?
- acting independently?
- avoiding a fight?
- fighting?

2. Movie Perspectives

Assign the following: Cut out a newspaper advertisement for a movie you've seen recently and paste it in the center of a piece of paper. If the movie is not showing in theaters anymore, you may draw your own ad or just print the name of the movie. Now draw a line for each of the main characters so that the lines radiate out from the picture or title in various directions. Write one character's name at the end of each line. From each character, draw four more radiating lines. At the end of these four lines, write that character's experiences, feelings, beliefs, and needs that make up her/his point of view in the movie. (You may need to do a model diagram for the students.)

3. Writing Exercise

Tell students to cut out a newspaper or magazine photograph of two or more people showing emotion. They should read the accompanying story and write down each person's point of view, predicting it as best they can.

UNIT II: TRAINING FOR EMPATHY

Lesson 4: Communicating

Concepts

- Effective communication is clear and non-blaming and includes the points of view of those involved.
- "I" messages are effective statements for communicating feelings.

Objectives

STUDENTS WILL BE ABLE TO:

- list criteria for communicating effectively.
- distinguish between effective and ineffective means for communication.
- verbally give "I" messages when communicating their feelings and needs to another person.

Key Definitions

"you" message—communicating feelings in a way which blames the other person(s)

"I" message—sentence forms used to communicate one's feelings and needs without blaming the other person (I feel_____ when I/my_____; I need_____)

accusatory—blaming, fault-finding

defensive—deny or verbally attack a person making an accusation

Preparation

- overhead projector
- Overhead Transparencies #5 and #6
- Demonstration Role Play Scripts (make two copies of each)
- Role Play Cards (copied and cut)
- Role Play Observation Form (from Lesson 2, one per triad)
- Homework: Effective Communication (one per student)

Notes to Teacher

It is sometimes difficult to determine how someone else is feeling. This lesson explores effective and ineffective forms for communicating points of view. First, students view role plays that demonstrate ineffective and effective forms of communication. You will need to prep a student or teacher to perform with you. Criteria for effective communication is discussed.

Students review "I" messages as one form of effective communication. "I" messages use the words "I feel . . . when I/my . . .." and "I need . . .," as in "I feel sad when I don't spend much time with you" and "I need to know that we're friends." Be sure students use emotions rather than actions to describe the way they feel. The "I need" portion of the message helps to decrease one's feeling of vulnerability by giving a positive assertion when stating feelings.

Students may ridicule the use of "I" messages and express beliefs that they would never work or might expose them to teasing. Acknowledge their feelings and suggest trying out the skill in a safe situation with someone they can trust. Skills that work well in some places may not work as well in others. The most important aspect of "I" messages is that they identify one's own feelings and needs and can be empowering even when thought to oneself.

Active listening is another important communication skill, which was introduced in first year lessons. It is reviewed in Extension #1 for year two students. When discussing or practicing active listening, be aware that behavior that indicates one is listening may vary with the culture. For example, "looking someone in the eyes" may reflect defiance and a lack of respect. Explore cultural interpretations of listening behavior with your students and be ready to introduce alternative behaviors.

Lesson Script

Review: So far, we have discussed and practiced two empathy skills: identifying how another person is feeling and understanding another person's point of view.

Sometimes it is difficult to figure out how someone else is feeling and how they perceive a situation, especially if they hide their feelings.

In today's lesson, you will practice communicating your viewpoints to each other. Effective communication helps to avoid misunderstandings, strengthen relationships, and prevent violent reactions.

Role Play: Ineffective Communication

(With a student or fellow staff person—teacher, aide, or counselor—perform the scripted role play which demonstrates ineffective forms of communication.)

1. How do you think we each feel right now? (Ask this of students and of the student or teacher who role-played with you.)
2. What are some of the things we did or said that tended to block communication? (Used "you," brought up the past, loud tone of voice, pointing, didn't listen to each other.)

The word "you" is *accusatory*. Telling someone how you feel by using the word "you" can cause the other person to feel mad and not to listen to you. Bringing up past problems is also blaming and tends to confuse the situation.

Other key words include *always, every time,* and *never.*

3. What effect do these words have on the other person? (The person feels attacked because these are blanket statements. The person may wonder if the accuser has been harboring bad feelings towards him/her.)

A loud voice and aggressive body language can put the other person on the *defensive*. Someone on the defensive is not very receptive to understanding the first person.

4. How might this argument affect our friendship?

Let's go over some guidelines for effective communication. (Review each guideline with the students.)

Overhead Transparency #5: When You Communicate . . .

- **Be nonblaming.**
- **Stick to the present situation.**
- **Keep a calm voice and body language.**
- **Each express your point of view.**
- **Don't interrupt.**

5. Are there any other guidelines you would add?

One way to express your point of view is with an "I" message. Many of you practiced these last year. An "I" message contains two sentences: <u>I feel</u>, <u>when I/my</u>, and <u>I need</u>. For example, "<u>I feel</u> angry <u>when my</u> books are returned in poor condition. <u>I need</u> to be able to trust you."

(Write sentence structure on board or overhead: I feel _____ when I/my _____. I need_____.)

"I" messages are one way to communicate feelings and needs; but they are <u>not</u> the only way. "I" messages tend to be most effective with close friends and family members. In situations where you don't feel comfortable using "I" messages, you could try thinking them to yourself to help clarify your feelings and needs and to feel some personal power in a difficult situation.

6. How could you express your point of view effectively without using an "I" message? (Be sure student suggestions adhere to the guidelines on Overhead #5.)

Model Role Play: Effective Communication

Let's replay this scene with more effective communication. Watch to see if the actors stick to the guidelines.

(With a student or fellow staff person—teacher, aide, or counselor—perform the scripted role play which demonstrates effective forms of communication.)

7. Did each actor follow the guidelines? (Have students point out how each guideline was specifically carried out.)

Overhead Transparency #6: Role Play Directions

As we did in the model role play, two students will talk about the given situation and include the use of "I" messages or an alternative form of expression. It is helpful to write down the "I" message if you plan to use one in the role play. The third student will be an observer, listening and watching to see if the actors stick to the guidelines. Observers should use the Role Play Observation Form. List the guidelines as steps on the form. Afterwards, switch roles so that each person has a chance to talk, listen, and be an observer.

Student Role Plays

(Pass out one Role Play Card and one Role Play Observation Form to each triad.)

Closure

Sometimes we feel uncomfortable using new skills. We might feel comfortable or safe trying them in some situations (with friends or family) but not in others (with acquaintances, adversaries).

8. Do you think you could use "I" messages or the alternatives with friends and family members? Why or why not?

Think of one person with whom you would like to use an "I" message and with whom you feel safe. Try using an "I" message with this person and, if you like, tell us how it went.

Homework: Effective Communication

Write an "I" message and an alternative statement that communicates feelings for each of the given situations. Then share your homework with a parent or guardian and teach her/him about "I" messages.

ROLE PLAY: Ineffective Communication

Unit II, Lesson 4

Directions: As indicated in the lesson, these two role-play scripts may be used to demonstrate and compare ineffective and effective forms of communication. Feel free to adjust the script with the person you're role-playing with in order to reflect the students' style of talk.

Actor 1: (name), I want to talk to you about my notebook.

Actor 2: Hey, I put it back in your locker just like I said I would.

Actor 1: Yeah, but it was soaking wet. All the pages are stuck together. What did you do, read my notes in the shower?

Actor 2: I accidentally left it at the (basketball) courts and it rained. I felt lucky it was still there this morning. Look, I tried to dry it off. Just leave it in the sun for awhile.

Actor 1: Oh, sure! I need to study those science notes today. The test isn't going to wait! Man, you're always doing stuff like this!

Actor 2: What are you talking about? I do not! Let me see that thing; you can probably still read it. (S/he grabs the notebook and tries to separate the pages. They start to tear.)

Actor 1: (Grabs it back.) Every time I lend you something, you wreck it somehow, but you never fix it afterwards. You're a lot of talk and no action. I don't trust you one bit!

Actor 2: I don't have to listen to this. I'm out of here. (Leaves.)

Actor 1: Who needs enemies with friends like you!

(Debrief the role play according to the lesson script.)

MODEL ROLE PLAY: Effective Communication

Unit II, Lesson 4

Actor 1: (name), I want to talk to you about my notebook.

Actor 2: Yeah, sure. (looking guilty)

Actor 1: The notebook's soaking wet. All the pages are stuck together. What happened?

Actor 2: I accidentally left it at the (basketball) courts and it rained. I felt lucky it was still there this morning. Look, I tried to dry it off, didn't I? Just leave it in the sun for awhile.

Actor 1: (Name), I feel irritated when my books are returned in poor condition. I need to study those science notes today, but the pages are wet and stuck together.

Actor 2: I'm sorry I screwed up. What else can I do? . . . (pauses to think) . . . Look, maybe I could get some paper towels or napkins and put them in between the pages. Would that help?

Actor 1: Maybe, but it's going to take a while. Can you meet me at lunch and bring some paper towels?

Actor 2: Yeah, sure. Maybe we can study for the test while we're at it.

Actor 1: Okay, I'll see you at lunch.

(Debrief the role play according to the lesson script.)

ROLE PLAY CARDS

Unit II, Lesson 4

- A friend keeps interrupting you.

- A classmate says your science project isn't very good.

- A friend says you should lose some weight.

- A classmate puts down your new hair cut.

- A friend ignores you whenever a certain person is around.

- A friend borrowed some money but hasn't repaid you.

- A friend only calls you when s/he is in a fight with her/his best friend.

- Your girlfriend/boyfriend tells others s/he is breaking up with you but hasn't said anything to you about it.

- A friend lies about her/his whereabouts by saying s/he was with you.

- A sister/brother listens in on a phone conversation.

- A classmate looks you up and down and makes a face.

- An acquaintance cheats off your paper.

HOMEWORK: Effective Communication

Unit II, Lesson 4

Directions: Fill in the blanks for an "I" message and write an alternative statement that communicates feelings for each of the following situations.

Example:

A friend follows you everywhere and wants to know everything you say to other friends.

I feel frustrated when I don't get to spend time alone or with individual friends.

I need some space.

Or you could say: I like spending time with you, but I also want time alone or with other friends.

1. You overhear a friend tell another friend s/he thinks you're vain.

I feel _____ when I/my _____

I need _____

Or you could say: _____

2. You find your sister/brother going through your closet.

I feel _____ when I/my _____

I need _____

Or you could say: _____

3. Your friend accuses you of taking some money, but you didn't do it.

I feel _____ when I/my _____

I need _____

Or you could say: _____

EXTENSIONS

Unit II, Lesson 4

1. Active Listening

To practice active listening, have students choose a partner. Say: One of you should talk for approximately three minutes on a topic, such as a concert you've enjoyed or your favorite vacation or movie. The other person should practice active listening skills by (1) making eye contact, (2) saying back what s/he heard, using paraphrases, and (3) asking questions. Afterwards, switch roles and then we'll regroup for discussion. (Note: you may need to provide a model role play first.)

2. Trying It Out

Ask students to use "I" messages at least twice during the day. The following day discuss in class by describing the situations in which an "I" message was used, the messages given, and how it felt to use "I" messages. In what type of situations was it most comfortable to use "I" messages? Least comfortable?

3. Transfer of Training

Assign: Think about a recent time you told someone how you felt. Write an "I" message you could have used in the situation. How might this have affected the situation?

4. Communication Comics

Have students draw a comic strip showing two characters communicating feelings to one another. They should use "I" messages or an effective alternative.

5. Share with Your Mentor

Tell students to discuss "I" messages with their mentor, practice making up "I" messages together, and then talk about their experiences.

UNIT III: ANGER MANAGEMENT
Lesson 5: Handling Stressful Emotions

Unit Goal

- The goal of this unit is to decrease impulsive and aggressive behavior in youth by having them learn and practice skills in anger management.

Concepts

- Physical signs alert us to our angry feelings.
- Other emotions often underlie angry feelings.
- Internal thoughts and self-statements (interpretation of an event) may prompt angry feelings.
- Anger and other stressful emotions can be reduced through relaxation techniques and "cool talk," positive thoughts or self-statements.

Objectives

STUDENTS WILL BE ABLE TO:

- recognize physical signs which indicate that they are angry.
- identify stressful emotions which underlie anger.
- compare and contrast different ways people deal with stressful emotions.
- demonstrate anger management techniques.

Key Definitions

anger signs—bodily sensations which indicate angry feelings

igniting event—external event which prompts angry feelings

hot talk—thoughts or self-statements which serve to escalate angry feelings

cool talk—thoughts or self-statements which serve to calm down and control impulsive displays of anger

reflection—thinking about one's performance in stressful situations to increase success in the future

Preparation

- overhead projector
- Overhead Transparencies #7 and #8
- In-Class Activity: S T R E S S (one copy per two students)
- In-Class Activity: Underlying Feelings (one copy per two students)
- Handout: What to Do When You Are Angry (two copies per student)

Notes to Teacher

Anger is often a surface emotion which covers for other stressful emotions a person may have difficulty acknowledging (such as hurt, jealousy, and embarrassment). Encourage students to recognize underlying emotions and how they can affect their reactions to situations.

Recognition of anger signs and events that "ignite" anger is the first step in dealing with angry feelings. It is more important to focus on the individual's *interpretation* and *labeling* of an event (hot talk) than it is to dwell on the physical stimulus (the match) that lights the fire. Hot talk is introduced as thoughts or self-statements that serve to fuel anger (the fire), while cool talk is presented as a form of self-talk that serves to reduce anger and other stressful emotions (put out the fire). Generate examples of cool talk as the need arises, such as before a test, game, or school event.

Some students may equate anger and angry behavior with power. Challenge this belief by

reframing the issue. Question who really is in control in these situations—the person goaded into a fight (loss of control) or the person doing the goading. What emotions are being tapped or manipulated in these situations? Remaining calm can be a greater show of strength. Youths who are deeply committed to the code of the streets may hotly debate and reject this premise. In response, emphasize that there are different opinions on this topic but that many people will interpret loss of self-control as a weakness. Change takes time, especially when it involves changing one's belief system. The concepts presented in this lesson will need to be reinforced by peers and other staff members.

Lesson Script

Review: In the previous lesson you reviewed and practiced using "I" messages.

In today's lesson you will review (learn) how to handle stressful emotions. Suppose you have arranged to meet a friend at the movies, but your friend hasn't shown up and the movie has started.

1. What is the first feeling you might experience? (Anger.) How many of you would feel anger in this situation? Raise your hand.
2. How might you know you are feeling angry? (By bodily signs—tense, head or stomach hurts, feel hot, etc.)

Anger often covers for or occurs with other *underlying feelings.*

3. What are some other feelings you might have in this situation? (Worry, concern for friend.)

Here's another situation: Pretend a friend accidentally trips you in the hall and some other kids start laughing. You might feel angry at your friend for causing this scene.

4. What emotion might underlie anger in this situation? (Embarrassment.)

In other situations jealousy, shame, or hurt might underlie anger.

(Pass out In-Class Activity: S T R E S S—one copy per student.)

In-Class Activity: S T R E S S

Read the list of common stressors for young people. What are possible underlying feelings for each stressor? Write these in the right-hand column. We will discuss our ideas in five minutes.

(Discuss this activity using the Key.)

In-Class Activity: Underlying Feelings

Break into pairs. (Give a handout to each pair.) **Discuss the four situations with your partner. What emotion is the main character feeling? How does the main character's response affect each situation? After ten minutes we will regroup and discuss.**

(Using the Key for guidance, discuss student responses.)

In each of the situations on the handout, the main character *chose* how to respond. Some of the characters *acted on impulse.*

5. What does it mean to **act on impulse**? (Doing the first thing that pops into your head; acting without forethought; not using reasoning to decide on an action.)
6. In which situations did the main character act on impulse? (Situations #1 and #3.)

Overhead Transparency #7: The Fire Within

In this overhead the situation that prompts anger is called the *igniting event.*

7. What is the **igniting event** for Situations #1 and #3? (#1: Guys laughing at him; #3: Andrew asking a lot of questions.)

***Hot talk* tends to fan the flames.**

8. What is **hot talk** and how does it affect the person doing it? (Thoughts or self-statements which serve to escalate angry feelings.)
9. What is the hot talk in Situations #1 and #3? (#1: "Those guys can't get away with this . . ."; #3: "He's got a lot of nerve to call now!")

It is how we *think* about a situation that causes us to become angry, not the situation itself. We decide whether to feel angry.

10. Does anger give people power?

11. Who had the power in situation #1: Scott or Barry? (Barry, because he caused Scott to lose his cool.)

(Explore this viewpoint. Who really has the power—the person who provokes or the person who is provoked?)

I am going to suggest that a person who becomes really angry is a person who has lost control rather than gained control. Controlling anger shows an inner strength.

In the other situations, the main characters used various techniques to manage their feelings so that they could go on to solve the problem.

Overhead Transparency #8: What to Do When You Are Angry

(Ask a student to read the techniques listed under #2 on the overhead.)

12. Which anger management techniques were used in Situations #2 and #4? (#2: breathes deeply and uses cool talk; #4: counts backwards.)

Cool talk **can be especially effective. It can be used not only when you feel angry, but also when you feel nervous, irritated, or afraid, such as before a test, game, or other big event.**

END

Closure

13. Which of these anger management techniques would you feel comfortable using?

New skills don't always feel comfortable at first. It takes time and practice. In our next lesson we will review and practice Step #3, "Think out loud to solve the problem," and Step #4, "Think about it later."

(Pass out Handout: "What to Do When You Are Angry," two copies per student—one for in-class work and one to take home.)

Homework: Peaceful Images

Let's practice "Think calming thoughts" from Step #2. Draw a picture or write a paragraph describing a relaxing scene. Be descriptive! Think about this scene when you feel angry, tense, frustrated, etc. Bring your drawing or paragraph to class and we will view or read one each day at the beginning of class. Does using this peaceful imagery change the tone of the class afterwards?

Take-Home: What to Do When You Are Angry

Take home one of your copies of "What to Do When You Are Angry." Teach the strategy to family members and tell them about what you are learning in class.

IN-CLASS ACTIVITY: S T R E S S

Unit III, Lesson 5

Directions: Read through the following list of stressors young people may have. In the right-hand column write possible underlying feelings for each stressor. You may choose from the Word Bank on the bottom of the page or think of your own.

Stressors	**Underlying feelings**
loss of a friendship	_____
peer pressure	_____
breakup of a relationship	_____
being teased, bullied, or left out	_____
lack of friendship	_____
parents divorce or separate	_____
argument with a family member	_____
abuse	_____
test taking	_____
difficulty with schoolwork	_____
too much schoolwork	_____
poor performance in a sport	_____
loud, unclean, or chaotic environment	_____

Word Bank of feelings:

hurt	frustrated	ashamed	guilty
sad	confused	embarrassed	depressed
humiliated	nervous	anxious	afraid

IN-CLASS ACTIVITY: S T R E S S (KEY)

Unit III, Lesson 5

Directions: Read through the following list of stressors young people may have. In the right-hand column write possible underlying feelings for each stressor. You may choose from the Word Bank on the bottom of the page or think of your own.

Stressors	Underlying feelings
loss of a friendship	hurt, depressed, confused
peer pressure	anxious, afraid, confused
breakup of a relationship	hurt, depressed, anxious
being teased, bullied, or left out	humiliated, hurt, afraid
lack of friendship	anxious, sad, depressed
parents divorce or separate	hurt, sad, frustrated, confused
argument with a family member	frustrated, hurt, guilty
abuse	afraid, hurt, ashamed, confused
test taking	anxious, nervous
difficulty with schoolwork	frustrated, confused, anxious
too much schoolwork	anxious, frustrated, depressed
poor performance in a sport	frustrated, humiliated, embarrassed
loud, unclean, or chaotic environment	anxious, depressed, embarrassed

Word Bank of feelings:

hurt	frustrated	ashamed	guilty
sad	confused	embarrassed	depressed
humiliated	nervous	anxious	afraid

IN-CLASS ACTIVITY: Underlying Feelings

Unit III, Lesson 5

Directions: With your partner read the following situations. For each situation write the underlying feeling of the main character. Then write how the main character's chosen response affects each situation.

Situation #1

Scott got a bad haircut yesterday. He wore a baseball cap to school, but his first period teacher made him take the cap off. Scott hears some guys in the back of the room laugh. During class Scott feels hot and tense; he can't concentrate on his work. He feels like everyone is staring at him. Scott thinks to himself, "Those guys can't get away with this. Who do they think they are? They always think they're cooler than anyone else!" After class Scott waits for Barry, one of the guys from the back of the room, and starts to punch him in the face.

Scott's underlying feeling(s): _____

How does Scott's response affect the situation? _____

_____

Situation #2

Trina invites Jade, a new student, to join her group of friends. Jade is very popular with Trina's group. They don't pay as much attention to Trina as before they met Jade. When Trina asks if everyone wants to sleep over at her house on Friday night, Jade says, "Oh come to my house; I was already planning a party. We can throw a party together." Trina feels her face flush; her skin feels hot and tingly. She says, "I'll think about it," and then walks away. Once Trina is by herself, she breathes deeply and thinks to herself, "Cool down. She means well. I need to tell Jade how I feel. I think I'll call her after school about it."

Trina's underlying feeling(s): _____

How does Trina's response affect the situation? _____

_____

Situation #3

Julia has been trying to finish a big report for school all afternoon; it is due tomorrow. There are so many interruptions: her younger brother keeps bothering her; she has to stop for dinner; her father insists she help the family straighten up the house after dinner. She is just about to get back to her report when Andrew, a friend from class, calls. He asks her a lot of questions about writing a report. Julia feels ready to explode and thinks to herself, "He's got a lot of nerve to call now!" She interrupts him by snapping, "Andrew, don't you ever plan ahead?! Why do you always call me at the last minute about assignments? Your mooching is starting to bother me a lot!" Andrew hangs up on her.

Julia's underlying feeling(s): _____

How does Julia's response affect the situation? _____

_____

Situation #4

Arthur has a role in the school play. Before the performance on opening night, he looks for his mother but can't find her. He begins to feel tense. He finds a quiet corner to sit down, close his eyes for a few minutes, and count slowly backwards. His mother drives to the play from work but arrives late after being stuck in traffic. She misses seeing Arthur perform and apologizes to him after the show. Arthur says, "At first I was disappointed when I couldn't find you before the play. Then I became worried that you were in an accident. Now I feel angry that you didn't leave work earlier." His mother apologizes again and Arthur takes a deep breath and says, "Don't worry about it. You can come again tomorrow night."

Arthur's underlying feeling(s): _____

How does Arthur's response affect the situation? _____

_____

IN-CLASS ACTIVITY: Underlying Feelings (KEY)

Unit III, Lesson 5

Situation #1

Scott's underlying feeling(s): embarrassed, irritated

How does Scott's response affect the situation? His thoughts increase his anger, which leads him to fight and cause a bigger conflict.

Situation #2

Trina's underlying feeling(s): jealous, hurt

How does Trina's response affect the situation? Her positive thinking creates a calm situation in which to work things out with Jade.

Situation #3

Julia's underlying feeling(s): frustrated, anxious

How does Julia's response affect the situation? By blowing up at Andrew, she creates a rift in their friendship.

Situation #4

Arthur's underlying feeling(s): disappointed, worried

How does Arthur's response affect the situation? By sharing his feelings with his mother, he is able to let go of his anger, and she apologizes.

WHAT TO DO WHEN YOU ARE ANGRY

1. How does my body feel?

2. Calm down:

- Take three deep breaths.
- Count backwards slowly.
- Think calming thoughts.
- Talk to myself.

3. Think out loud to solve the problem.

4. Think about it later:

- Why was I angry?
- What did I do?
- What worked?
- What didn't work?
- What would I do differently?
- Did I do a good job?

EXTENSIONS

Unit III, Lesson 5

1. Intentional or Unintentional?

Actions that cause one to be physically or emotionally hurt or to feel put down or disrespected (i.e., being tripped or bumped into) are either intentional (the person meant to do it) or unintentional (accidental). People who are quick to anger often don't stop to make this distinction or gather information.

In groups of three or four have students make a list of intentional and unintentional acts that hurt or put down a person. They should make suggestions for how they think someone receiving such actions should respond in each situation. Discuss as a class and encourage asking for information in such situations.

2. A Human Response

Tell students to draw a diagram of a person and illustrate the body's physiological response to anger.

3. Compare and Contrast

Ask students to write about a time they lost control of anger and a time they remained calm. Have them compare the outcomes.

4. Self-Talk Observation

Assign: Keep a journal for a week, noting each time you think or say something negative to yourself. How often does it happen? What effect does it have on you? How could you control this dialogue with yourself?

5. In the Lyrics

Have students explore lyrics that express violence in popular songs. What is the aim of the musicians/songwriters? Discuss and compare the ethics of promoting anger with the philosophy of nonviolence as espoused by Ghandi, Martin Luther King, and Nelson Mandela. Have students create their own lyrics for a song about nonviolence.

6. Hot Potato Toss

Bring a potato (ball, orange, etc.) to class and tell the students that it represents something very provocative, such as a putdown, racial slur, bomb, an STD. Tell the students that the object of the game is not to end up with it at the end of one minute. Start the game by tossing it to a student. Afterwards ask:

- What did your body feel like when you had the potato?
- What was your impulse?

- How did most people choose to deal with the problem?
- Why is it so hard to control impulses?

7. Cool Talk

Say: Think of three situations that might provoke anger in you. For each situation think of "cool" talk (calming self-talk) you could think or say to yourself. On a card write down three examples of cool talk. Carry the card with you and use it when needed over the course of a week. Discuss your experiences with the class and/or write about it.

8. Collage

Assign the following: Make a collage of peaceful, relaxing pictures cut from magazines (examples: seashores, skies, flowers). Hang your collage near a place you go to be alone and think, such as next to your bed or on the ceiling above your bed. Take a few minutes each day to contemplate the collage. How does it make you feel?

9. Bio Dots

Have students apply bio dots (patches that change color with emotions) to their skin. They can watch the dot change color as you lead them through the anger management steps. (Bio dots may be purchased through: Bio Dot International, P.O. Box 1784, Indianapolis, IN 46206, (800) 272-2340.)

10. Share with Your Mentor

Ask students to share the anger management strategy with their mentors. How do their mentors deal with anger and how has it affected situations?

UNIT IV: PROBLEM SOLVING
Lesson 6: Using a Problem-Solving Strategy

Concepts

- Identifying a problem involves stating what happened and the points of view of those involved.
- Brainstorming involves generating multiple solutions to a problem.
- Evaluating solutions involves identifying possible consequences of alternative solutions.
- Choosing a solution involves comparing solutions and selecting the best one.
- Reflecting on performance in a stressful situation increases one's success in the future.

Objectives

STUDENTS WILL BE ABLE TO:

- identify a problem within a given situation by saying what happened and the points of view of those involved.
- Generate multiple solutions to a given problem situation.
- Evaluate solutions on the basis of safety, feelings, fairness, and workability.
- Choose a solution from several alternatives.
- Reflect on past performance in a stressful situation.

Key Definitions

thinking out loud—to say out loud what one is thinking

"Blame Game"—tendency to fix blame, rather than solve the problem

brainstorm—coming up with as many solutions as you can think of in a short amount of time

solution—an answer to a problem

evaluate—to determine or judge the value or worth of something

consequence—an outcome of an action

Preparation

- overhead projector
- Overhead Transparencies #9, #10, and #11
- Handout: How to Solve Problems (two copies per student)
- In-Class Activity: Identifying a Problem (one copy of each form per two students)
- In-Class Activity: Choosing a Solution (one copy per two students)
- Take-Home: Problem-Solving Worksheet

Notes to Teacher

This lesson introduces the problem-solving sequence upon which the remaining lessons are built. It is important to establish the *think out loud* approach by talking through each step (see Teacher's Guide) and to spend time on each step. Research suggests that *identifying the problem* might be the most difficult and critical step. Too often problems are described from one person's point of view. Stress consideration of the perspectives of those involved in the problem. When identifying needs, try not to frame them in terms of solutions or to blame through use of the word "you." For example, "I need to know if we're still friends" is preferable to "I need you to act like a friend."

Brainstorming solutions is another critical step impulsive-aggressive youth fail to use in conflict situations. It requires that as many ideas be generated as possible. It is important to *refrain from evaluating* at this stage. Not only criticism but also seemingly positive

statements—such as "That's a good idea"—can shut down the creative process by causing students to censor subsequent suggestions that don't seem as good. A neutral response—such as "That's one idea. What else could s/he do?"—spurs greater involvement.

If the students only offer prosocial solutions, you may volunteer one or two poor solutions so that they can be evaluated in the next step. Evaluating solutions comes after brainstorming is completed. If evaluating all the solutions offered is too time consuming, choose several different solutions to demonstrate the process. The next step is to choose a solution. Emphasize the importance of switching to an alternative solution when a solution is not working, the final step of solving a problem.

The homework assignment refers students to the final step of the anger management strategy—reflecting on one's performance in a problem situation. This allows students to see how the strategies intersect. This lesson takes a minimum of two class periods to complete.

Lesson Script

Review: In the last lesson you practiced techniques for reducing anger and other stressful feelings and for controlling impulses.

(Pass out: "How to Solve Problems," two copies per student—one for in-class work and one for home use.)

Overhead Transparency #9: How to Solve Problems

This is a problem-solving strategy we will use for the rest of this curriculum, so keep it handy. Many of you learned this strategy last year.

1. Why would it be beneficial to use a strategy like this when solving a problem? (Using a problem-solving strategy helps to avoid acting on impulse; helps to find a good solution.)

Notice that most of the steps are in the form of questions you can *ask and answer* yourself or with another person. When you ask and answer these questions, it is called *thinking out loud*.

When identifying a problem (Step #1), it is important to take into account the perspectives (points of view) of everyone involved. This step is an extension of "I" message skills you have already practiced.

2. What is different about this step from "I" messages? (Each person states what happened in addition to using an "I" message, and then one person states both points of view.)

Overhead Transparency #10: The Blame Game

(Ask two students to read aloud the speaking bubbles in the overhead illustration.)

3. What is happening in this situation? (Each person is blaming the other for a problem.)

Often people try to decide who's to blame, instead of solving the problem. Focusing on both person's feelings and needs helps to minimize the *"Blame Game."* Let's apply the first step in problem solving to this situation instead.

In-Class Activity: Identifying a Problem

Let's practice this step in pairs. Each person in a pair will receive an In-Class Activity titled "Identifying a Problem." One of you will have Form A and the other will have Form B. Fill in the bulleted items (what happened, how I feel, what I need). Read what you have written to your partner and listen to your partner read what s/he has written. Together write a problem statement that contains both characters' points of view. After ten minutes we will regroup and share our work.

(Pass out handout: "Identifying a Problem," Forms A and B.)

(Ask students to share their work and invite one or two pairs to role play identifying the problem, using their worksheet as a script.)

Overhead Transparency #11: Brainstorming Solutions

The second step in solving a problem is *brainstorming solutions* by asking and answering, "What are some solutions?"

4. What does **brainstorm** mean? (To come up with lots of ideas in a short period of time.)

When you brainstorm, it is important not to judge solutions by labeling them "good" or "bad." Don't hold back; say what comes to mind, even if it's something you wouldn't do.

5. What are all the things you can think of that these two friends could do about the problem? (List student responses on overhead.)

Evaluating Solutions

Now that we have several solutions, the next step is to *evaluate* each solution (Step #3).

6. What does it mean to **evaluate**? (To identify the consequences of each solution, that is, what might happen as a result of each solution.)
7. For example, what is a **consequence** of (one of the solutions on overhead)?

There are four questions we can ask ourselves when we are evaluating solutions:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

(Pass out: "Choosing a Solution," one per pair of students.)

In-Class Activity: Choosing a Solution

Now you will ask these questions for at least four of the solutions we have listed. With your partner fill in "Choosing a Solution." Then *choose a solution* you both would be willing to use if you were the characters you played.

(Ask students to share their grids out loud and discuss their work.)

Closure

In this lesson we practiced a strategy for solving a problem.

Now let's go back to your handout "What to Do When You Are Angry." Read Step #4. These questions help you reflect on how you handled your anger and solved the problem.

Homework: Looking Back

Think about a problem situation in which you felt angry. Write your impulse (what you felt like doing at first, in the heat of anger) and then answer the six reflection questions about how you actually dealt with the situation (Step #4, "What to Do When You Are Angry.")

Take-Homes: Problem-Solving Worksheet and How to Solve Problems

Take home one copy of "How to Solve Problems" and the "Problem-Solving Worksheet." Teach the strategy to family members and use the worksheet on a problem your family wants to solve (i.e., allowances, chores, bedtimes). If you like, share your experience with the class. Post "How to Solve Problems" on your refrigerator or bulletin board.

HOW TO SOLVE PROBLEMS

1. What is the problem?

Each person says:

- what happened
- how I feel
- what I need

Restate the problem giving both points of view.

2. What are some solutions?

3. For each solution ask:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

4. Choose a solution and use it.

5. Is it working? If not, what can I do now?

IN-CLASS ACTIVITY: Identifying a Problem (Form A)

Unit IV, Lesson 6

Directions: You have been assigned a role in the following problem situation. After reading about the situation, answer "What is the problem?" by saying what happened, how you feel, and what you need, using "I" messages. Then you and your partner should listen to what each other wrote. Afterwards restate the problem, giving both your points of view (the problem statement).

Problem Situation: You have been friends with (Student B) for several years. Recently your group of friends has grown larger and you don't spend as much time with (Student B) as you would like. (Student B) told you that s/he needs to branch out and make other friends. Last week (Student B) stopped sitting with your group at lunch, and today s/he didn't even say hello in the hall.

1. **What is the problem?**

   Say . . .

   • what happened . . .

   • how I feel . . .

   • what I need . . .

Restate the problem giving both points of view:

IN-CLASS ACTIVITY: Identifying a Problem (Form B)

Unit IV, Lesson 6

Directions: You have been assigned a role in the following problem situation. After reading about the situation, answer "What is the problem?" by saying what happened, how you feel, and what you need, using "I" messages. Then you and your partner should listen to what each other wrote. Afterwards restate the problem, giving both your points of view (the problem statement).

Problem Situation: You have been friends with (Student A) for several years. Recently your group of friends has grown larger, and (Student A) spends more time with new kids in your group. They don't always include you in their plans. Last week you told (Student A) that you needed to branch out and make some new friends, so you started sitting with another group at lunch. Since then s/he has acted angry with you.

1. **What is the problem?**

   Say . . .

   • what happened . . .

   • how I feel . . .

   • what I need . . .

Restate the problem giving both points of view:

IN-CLASS ACTIVITY: Choosing a Solution

Unit IV, Lesson 6

Directions: Write down four of the solutions generated in class in the first column. With your partner answer the four evaluation questions for each solution. Then choose a solution you would both be willing to use if you were the characters you played.

What are some solutions?	Is it safe?	How might people feel?	Is it fair?	Will it work?
1.				
2.				
3.				
4.				
5.				

Using the grid to compare possible consequences, which do you think is the best solution?

If you tried that solution and it didn't work, then what would you do?

TAKE-HOME: Problem-Solving Worksheet

Unit IV, Lesson 6

Name _____ Date _____

Directions: Choose a problem you have presently or one you have had in the past and list five possible solutions. Then answer the four evaluation questions for each solution.

Step 1

What is the problem? _____

_____

Step 2

What are some solutions?

1. _____
2. _____
3. _____
4. _____
5. _____

Step 3

For each solution, ask:

	Safe?	Feelings?	Fair?	Work?
Solution 1				
Solution 2				
Solution 3				
Solution 4				
Solution 5				

Step 4

Choose a solution and use it (write 2-3 action steps for your solution).

_____

_____

Step 5

Is it working? If not, what can I/we do now? _____

_____

EXTENSIONS

Unit IV, Lesson 6

1. Past Conflict

Assign the following: Describe a conflict you have had with one other person in the past. Draw two stick figures with bubbles overhead. In the bubbles write how you think each person involved would identify the problem (i.e., what happened, how s/he felt, and what s/he needed). Add another bubble in which you define the problem, including both points of view.

2. Teach Your Mentor

Have students teach their mentors the problem-solving steps and then make up an imaginary situation and practice the steps. Have them write about this experience.

3. In the Media

Ask students to think of their favorite movie or television program and contrast how the various actors deal with conflict. Which one is the best role model for solving problems?

4. Round-Robin

Start a round-robin. Say: We are going to practice identifying some made-up problems. The first person starts by saying what happened, such as "My friend never returned my math book." The next person follows by saying how s/he feels about the situation, such as "I feel angry when I don't have the things I need." The third person says what s/he needs, such as "I need my book back." The fourth person invents a new problem situation and starts the process again. We will continue around the circle until everyone has had a chance to respond, using each of the three steps.

5. Practice, Practice

Using the "Problem-Solving Worksheet," students brainstorm and evaluate solutions for the problem situations presented in Lesson 7.

6. Round-Robin

One student presents a problem situation. The next student offers one solution to the problem. Continue around the circle, brainstorming solutions until they can't think of any more. (Next try a round-robin of brainstorming consequences to the various solutions.)

7. Vocabulary Comics

Have students illustrate the vocabulary words in comic strip form.

UNIT V: APPLYING SKILLS
Lesson 7: Dealing with Rumors

Unit Goal

- The goal of this unit is to increase student repertoires of behavioral skills that help to prevent violence.

Concepts

- Rumors and gossip can be destructive and are examples of poor communication.
- Blocking rumors and gossip involves naming the behavior, challenging the assertion, and suggesting the person talk to those directly involved.

Objectives

STUDENTS WILL BE ABLE TO:

- Define rumor and gossip and explain why people participate.
- Describe the ways in which bystanders can contribute to or help to avoid conflict.
- Apply the problem-solving steps to a situation involving rumors.
- Generate and demonstrate steps for dealing effectively with rumors and gossip.

Key Definitions

rumor—talk or opinion spread by word of mouth without certainty of truth

gossip—casual talk, usually about private or sensational matters

bystander—a spectator in a situation or event

rumor blocks—statements which help to stop the rumor or gossip

Preparation

- overhead projector
- Overhead Transparency #12
- TV monitor and VCR
- *Get It Straight* video (cue to second vignette)
- Role Play Cards (copied and cut)
- Role Play Observation Form (from Lesson 2, one per triad)

Notes to Teacher

Students become involved in gossip or spreading rumors because it provides a sense of drama or because they may not have effective communication skills for dealing with situations more constructively. Like false assumptions, rumors often play a pivotal role in many violent confrontations. By asking questions and not assuming everything they hear is true, students can avoid making dangerous choices. The long-term benefits to friendships of avoiding gossip and spreading rumors should also be stressed; many people have difficulty trusting a gossip.

The first half of the video vignette introduces the problem situation. At the pause discuss the problem as outlined in the Lesson Script. Be sure to have students generate their own behavioral steps for dealing with rumors. Applying a solution by generating and performing behavioral skill steps is an important step in solving problems (Problem-Solving Step #4).

Then show the second half of the vignette. The students may or may not agree with how the video resolved the problem. At this point the students may amend their own steps or keep them as they are. Be sure to follow up with Student Role Plays. This lesson may take two class periods.

Lesson Script

Review: In the last lesson you practiced steps for solving problems.

In today's lesson you will use the problem-solving steps to deal with *rumors*.

1. What is a **rumor**? What is **gossip**? (Rumor is talk or opinion spread by word of mouth without certainty of truth. Gossip may or may not have certainty of truth and is usually about private or sensational matters.)

(Ask for or provide hypothetical examples of rumors and gossip.)

2. Why do people gossip and spread rumors? (It provides drama; they want attention; they are afraid to talk to someone directly about a problem, so they complain about the problem to others.)

When someone has a problem with another person, she or he may complain through gossip. A person is especially likely to gossip in this way if she or he doesn't know how to handle a conflict face to face. Rumors and gossip are poor substitutes for good communication skills.

Sometimes believing and spreading rumors has the potential to lead to violence, as in the following video scene. Let's watch as DAMON makes plans based on a rumor and tries to get his friends MICK and ANGEL involved.

Video Vignette: Dealing with Rumors

(Show the first half of the "Dealing with Rumors" vignette of the *Get It Straight* video. Stop at the PAUSE FOR DISCUSSION sign.)

3. What is the rumor? (That Louis told on Damon's brother for making a crank phone call.)
4. What is the problem? (Teacher: cue students to state what happened, how each person felt, etc.) (Damon's brother is in trouble for making a crank phone call, Damon feels angry and wants Mick to help him retaliate against the guy he thinks told on his brother. Mick feels confused; he wants to support Damon but avoid trouble.)
5. How does Damon try to back up his claim? (Damon's brother thinks Louis told; Louis made crank phone calls, too; Louis can't be trusted because he told on Damon and Mick once in elementary school.)
6. Does Damon have proof that Louis told on his brother? (No.)
7. Do Mick and Angel appear to believe Damon? (Mick has doubts while Angel appears to believe Damon.)

When other people believe a rumor, it can be very hard to resist going along with them. At a time like this, it's important to stop and think seriously about the possible consequences of going along.

8. Is this something Mick and Angel should get involved in? Why or why not? (It doesn't concern them. The situation could become violent. They could bring trouble on themselves and create a bigger problem.)

Mick and Angel are *bystanders*. The problem does not involve them unless they make the choice to get involved.

9. What else could Mick do? (Ignore Damon, say there's no proof, talk Damon out of his plan, talk to Damon about his feelings about his brother's punishment, suggest another plan, change the subject, walk away.)

You can refuse to listen by using *rumor blocks*. Rumor blocks are statements you make, such as, "Sounds like a rumor to me," "You don't know if it's true," or "You don't have proof." You can also stop rumors or gossip by suggesting that the person talk to the other person involved. In this case, Mick could say to Damon, "Have you asked Louis about this? Why don't you talk to him?"

10. Evaluate the solutions using Problem-Solving Step #3.

There is not one solution that works best in every situation involving rumors. You may need to try several solutions until one works.

Overhead Transparency #12: Dealing with Rumors (Skill Steps)

11. What do you think Mick should do, and in what order should he do the steps?

(Write the steps the students generate on the OT.)

(Suggested steps:)

- **Decide if it's a rumor.**
- **Block the rumor.**
- **Ignore it.**
- **If that doesn't work, walk away.**

Model Role Play

Before we role-play, let's watch how Mick handles the situation differently, using some of the skills we discussed.

(Show the second half of the "Dealing with Rumors" vignette of the *Get It Straight* video.)

12. After viewing this scene, would you like to change any of the steps you generated?

(You may also wish to model Mick using the steps generated by the class, especially if the class's steps differ from those displayed in the video.)

Student Role Plays

Now we will role-play some situations in which you will deal with a rumor. Pair up with another student and have a third student be the observer. Remember to switch roles so everyone has an opportunity to practice the steps and be the observer.

(Pass out Role Play Cards.)

(After student pairs role-play in front of the class, ask: How did they do? Did they follow the steps for dealing with rumors?)

Closure

In today's lesson you generated steps for dealing with rumors and then practiced the skill.

13. Reflecting on your past experiences, which of the steps feels like it might work best for you?

Homework: Comic Strip

Make a comic strip of a person responding to a rumor, using the skill steps you just role-played.

ROLE PLAY CARDS

Unit V, Lesson 7

- A friend starts to say mean things about another friend.

- A classmate says another student never takes a shower.

- A classmate says s/he heard that a friend of yours got drunk.

- A classmate says an older student wants to fight with you.

- A friend says another kid is trying to steal your boyfriend/girlfriend.

- A friend says he thinks another student broke into his locker.

- An acquaintance says s/he heard that a friend of yours shoplifts.

- A classmate says s/he heard your boyfriend/girlfriend is going to break up with you.

- A friend says another student thinks your group is trash.

- Your sister/brother says one of your friends is flunking out of school.

- A classmate says another student is getting the rest of the class in trouble.

- A classmate says s/he heard that another student cheats off of your papers.

EXTENSIONS

Unit V, Lesson 7

1. Telephone

Have students sit in circles of eight and play the old party game "Telephone." One person starts by whispering a statement in the ear of a neighbor. This message gets passed along in whispers until the last person says it out loud. Was the final statement the same as the original statement? Discuss why it is important to determine whether information is first-hand, second-hand, etc.

2. Rumor Block Card

Have students write down some effective statements to block rumors and gossip. Ask students to carry the card with them at school (in their binders) and review it when the need arises. In a few weeks ask students if they had a chance to use rumor blocks and if they were effective.

3. Stopping the Rumor Mill

Ask students if they would be willing to make a pledge to stop spreading rumors and gossip. They could write a pledge and then include a letter to their friends requesting them to sign the pledge, too.

4. Getting Rid of Rumors

On a piece of paper have students write all the rumors they can remember hearing. Then have them tear the paper into small pieces and throw them away (recycling bin).

5. Share with Your Mentor

Ask students to discuss this lesson with their mentors. Together they should practice using rumor blocks.

UNIT V: APPLYING SKILLS

Lesson 8: Dealing with an Accusation

Concept

- Effectively dealing with an accusation involves thinking about what the person said and responding calmly by explaining and/or apologizing.

Objectives

STUDENTS WILL BE ABLE TO:

- Apply the problem-solving steps to a situation involving an accusation.
- Generate and demonstrate steps for dealing effectively with an accusation.

Key Definitions

accusation—a statement laying blame for a fault or wrongdoing

amend—to compensate or make up for something

Preparation

- overhead projector
- Overhead Transparency #13
- TV monitor and VCR
- *Get It Straight* video (cue to third vignette)
- Role Play Cards (copied and cut)

Notes to Teacher

Accusations, whether true or false, can easily put someone on the defensive. Encourage students to stay calm and consider if what the person said is true. One of the hardest skills for youth or adults is to admit mistakes or wrongdoing and take responsibility for their actions. Making an apology often is not enough. Introduce making amends as honorable and a show of inner strength.

This lesson follows the same procedure as Lesson 7: video—discussion—video—role plays. The lesson may take two class periods to complete.

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Lesson Script

Review: In the last lesson you practiced steps for dealing with rumors.

In today's lesson you will use the problem-solving steps to deal with an *accusation*.

1. What is an **accusation**? (A statement laying blame for a fault or wrongdoing.)

(Ask for or provide hypothetical examples of accusations.)

2. How is making an accusation different from making a complaint? (An accusation lays blame, while a complaint often involves an expression of unhappiness with someone's actions.)

[Provide examples, such as: "You are ignoring me on purpose!" (accusation) vs. "I feel hurt because you didn't say 'hi' to me in the halls." (complaint)]

Sometimes it's hard to admit a mistake or wrongdoing, especially if the accuser is angry and the accusation is made in front of another person. Let's watch as LISA responds to an accusation made by her friend VANESSA in front of Theresa.

Video Vignette: Dealing with an Accusation

(Show the first half of the "Dealing with an Accusation" vignette of the *Get It Straight* video. Stop at the PAUSE FOR DISCUSSION sign.)

3. What is Vanessa's accusation? (That Lisa took Vanessa's new jacket without asking and used some of the money in the pocket.)
4. What is the problem? (Lisa took Vanessa's new jacket out of her locker and money was later missing from the pocket. Vanessa feels angry at Lisa for taking the jacket and about the money that was missing from the pocket. Lisa feels angry at Vanessa for accusing her and breaking her pencil. Lisa thinks of it as borrowing, not taking.)
5. What do you think of Lisa's reaction?
6. How might Theresa's presence affect the situation? (Lisa may feel embarrassed and more likely to deny the accusation.)
7. How else could Lisa react ? (Admit she took the jacket but explain that she thought of it as borrowing; apologize; try to remember if she used the money and apologize or set the record straight; give Vanessa money; tell her she can borrow some of her favorite clothes, etc.)
8. Evaluate the solutions using Problem-Solving Step #3.

Overhead Transparency #13: Dealing with an Accusation (Skill Steps)

Let's break the solution into skill steps.

9. What steps should Lisa take, and in what order should she do them?

(Write the steps the students generate on the OT.)

(Suggested steps:)

- **Calm down.**
- **Decide if what the person says is true.**
- **If it's true, apologize and make amends.**
- **If it's not true, set the record straight.**

Model Role Play

Before we role-play, let's watch how Lisa handles the situation differently, using some of the skills we discussed.

(Show the second half of the "Dealing with an Accusation" vignette of the *Get It Straight* video. Stop at the PAUSE FOR DISCUSSION sign.)

10. After viewing this scene, would you like to change any of the steps you generated?

(You may also wish to model Lisa using the steps generated by the class, especially if the class's steps differ from those displayed in the video.)

Student Role Plays

Now we will role-play some situations in which you will deal with an accusation. Pair up with another student and have a third student be the observer. Remember to switch roles so everyone has an opportunity to practice the steps and be the observer.

First play the scene as if the accusation is true. When you switch roles, play the scene as if the accusation is not true.

(Pass out Role Play Cards.)

(After student pairs role-play in front of the class, ask: How did they do? Did they follow the steps for dealing with bullying?)

END

Closure

In today's lesson you generated steps for dealing with an accusation and then practiced the skill.

11. Reflecting on your past experiences, do you think these steps would work for you?

Homework: Responding to a False Accusation

Write about a time you were falsely accused of something. How did you respond? How would you respond if this happened today? How would you respond if the accusation was true?

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ROLE PLAY CARDS

Unit V, Lesson 8

- A friend accuses you of lying to her/him.

- A classmate accuses you of cheating off her/his test.

- A classmate accuses you of going through her/his locker.

- A classmate accuses you of not doing your share of a class project.

- A friend accuses you of breaking her/his Walkman.

- A friend accuses you of gossiping about her/him.

- An acquaintance accuses you of staring at her/him in a mean way.

- A classmate accuses you of telling on another student.

- A friend accuses you of losing something of hers/his.

- Your sister/brother accuses you of borrowing something without asking.

- A friend accuses you of reading a private letter of hers/his.

- A parent accuses you of lying about your whereabouts.

EXTENSIONS

Unit V, Lesson 8

1. Transfer of Training

Have students think about a time someone accused them or they accused someone else. What happened? What could they have done differently?

2. Share with the Family

Have students share what they have learned from this lesson with their families. Ask them to discuss how they want to handle accusations/complaints within their families.

3. Share with Your Mentor

Have students share this lesson with their mentors. They should ask their mentors to role-play some situations with them, using the skill steps.

4. Final Projects

Have students choose from one of the following projects or create their own final project.

- Create a music video on violence prevention.
- Perform role plays for another class or an assembly. Use a student narrator to introduce the role plays.
- Create an illustrated book of *Second Step* skills.
- Design a school campaign to educate students about violence prevention.

Second Step
A Violence Prevention Curriculum

1. Understanding the Problem

2. Training for Empathy

3. Anger Management

4. Problem Solving

5. Applying Skills

Overhead Transparency #1 *Second Step, Middle School/Junior High, Level Two* © 1997 Committee for Children

The Three Components of Empathy

Includes the ability to:

1. Identify how another person is feeling.

2. Understand another person's point of view.

3. Respond emotionally to another person.

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First Component of Empathy

The ability to identify how another person feels through . . .

- **physical clues**
  facial expressions
  body language

- **verbal clues**
  language
  tone

- **situational clues**
  what is happening

Overhead Transparency #3 *Second Step, Middle School/Junior High, Level Two* © 1997 Committee for Children

Second Component of Empathy

The ability to understand another person's point of view

- experiences

- feelings

- beliefs

- needs

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When You Communicate . . .

- Be non-blaming.
- Stick to the present situation.
- Keep a calm voice and body language.
- Each express your point of view.
- Don't interrupt.

Other:

Overhead Transparency #5 *Second Step, Middle School/Junior High, Level Two* © 1997 Committee for Children

Role Play Directions

1. Work in triads (3 students).

2. Two students role play the situation on the role play card. Actors should use the skills discussed and modeled in the lesson.

3. During the role play the third student is an observer. The observer watches the role play and checks to make sure the skills are performed, using the Role Play Observation Form.

4. After the role play, the observer tells the actors if they used the skills and how they might improve.

5. Keep switching roles and role playing until each person has been the observer and played each acting role.

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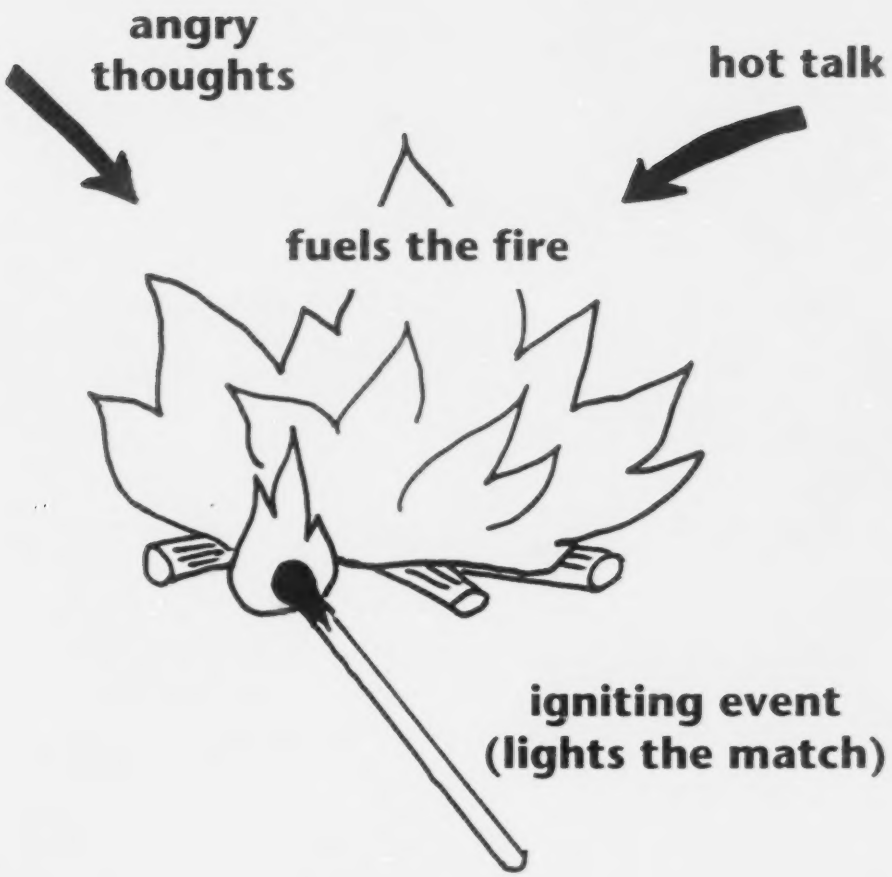
The Fire Within

How "hot talk" adds fuel to the fire
and
leads to impulsive reactions



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WHAT TO DO WHEN YOU ARE ANGRY

1. How does my body feel?

2. Calm down:

- Take three deep breaths.
- Count backwards slowly.
- Think calming thoughts.
- Talk to myself.

3. Think out loud to solve the problem.

4. Think about it later:

- Why was I angry?
- What did I do?
- What worked?
- What didn't work?
- What would I do differently?
- Did I do a good job?

HOW TO SOLVE PROBLEMS

1. What is the problem?

Each person says:

- what happened
- how I feel
- what I need

Restate the problem giving both points of view.

2. What are some solutions?

3. For each solution ask:

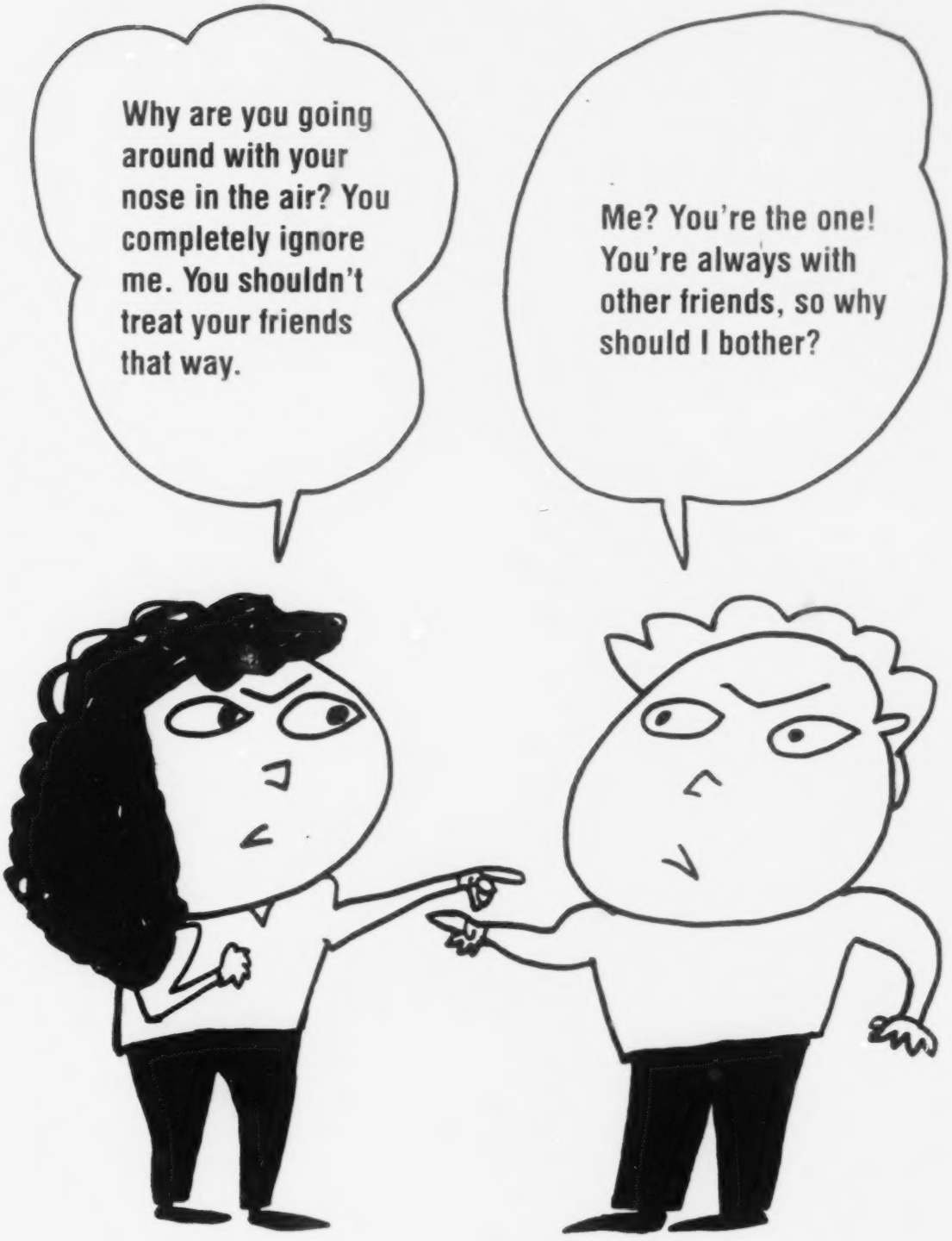
- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

4. Choose a solution and use it.

5. Is it working? If not, what can I do now?

Overhead Transparency #9 *Second Step, Middle School/Junior High, Level Two* © 1997 Committee for Children

The Blame Game


Why are you going around with your nose in the air? You completely ignore me. You shouldn't treat your friends that way.
Me? You're the one! You're always with other friends, so why should I bother?

Brainstorming Solutions

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Dealing with Rumors

Skill Steps:

1.

2.

3.

4.

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Dealing with an Accusation

Skill Steps:

1.

2.

3.

4.

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